DOCUMENT RESUME

ED 119 026 CE 006 753

TITLE Career Awareness Grades K-6. Guide for Implementation.
INSTITUTION Royal Oak City School District, Mich.
PUB DATE 74
NOTE 187p.; For related documents, see CE 006 396-398

EDRS PRICE MF-$0.83 HC-$10.03 Plus Postage
DESCRIPTORS Behavioral Objectives; *Career Awareness; Career Education; Community Involvement; Curriculum Design; Elementary Education; Inservice Teacher Education; Integrated Activities; *Integrated Curriculum; Models; Parent Participation; Program Content; *Program Descriptions; *Program Development; *Program Guides; Unit Plan
IDENTIFIERS Learning Experience in Technology Project; *Project LET

ABSTRACT

The implementation guide is for the Learning Experiences in Technology Project (Project LET), in which teachers utilize the tools, materials, and processes of technology in relating traditional studies in a more concrete manner to the development of career awareness in grades K-6. Learning by doing is the theme ofthe project which seeks to improve student attitudes toward school and its activities, increase their knowledge about total life careers, and improve their basic academic skills. The contents of the guide are arranged in eight sections. These include: (1) a detailed overview of the project (components, theories for career development and for career education delivery systems, project description, objectives, and definitions), (2) the conceptual structure, (3) project methodology (the Integrated Teaching Unit), (4) sample Integrated Teaching Units (each containing a general overview, teaching/learning resources, concepts, behavioral objectives, methods of implementation, resource people and materials, and student activities), (5) procedures for parent/community involvement, (6) a description of inservice education, (7) evaluation methods, and (8) selected teacher references. Appended are sample project forms and letters. (Author/MS)

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CAREER AWARENESS

'Grades K-6'

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LET
LEARNING EXPERIENCES IN TECHNOLOGY

GUIDE FOR IMPLEMENTATION

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK
4000 Crooks Road, Royal Oak, Michigan 48073
Second Edition
1974

CE006758

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ACKNOWLEDGEMENTS

We, the Staff of Project LET, (Learning Experiences in Technology) wish to extend our sincere thanks and gratitude to parents, resource people, local business and industry, guest speakers, and many college students. Without their enthusiasm and commitment, Project LET would not be the success it is.

The School District and Project participants wish to express a special "thank you" to Mr. William Weisgerber, Michigan Department of Education, for support, encouragement and faith in the piloting of this project. A special thanks also to Mr. Neil Leavens for the time and effort spent in developing the Project LET slide presentation.

TABLE OF CONTENTS

Page

I. Overview

The Essential Components 1
Rationale for Career Awareness 5
Theories for Career Development 6
Theories for Delivery Systems of Career Education 6
Description of Project "LET" 8
Total Project Objectives 10
K - 6 Objectives 11
Definitions 14

II. The Conceptual Structure of Project LET 15

Description of Conceptual Development 16
Spiraling Concepts and Major Objectives - by grade level grouping 18

III. Methodology of Project LET 28

Constructive Hints for Implementing Integrated Units 30
Writing Behavioral Objectives 31
Brainstorming Technique 34
Role Playing 36
Student Guidelines for Exploring an Occupation 38

IV. Selected Samples of Integrated Teaching Units 39

Preface 40
K-2 Unit - Candy 41
3-4 Unit - Royal Oak 69
5-6 Unit - Production and Retailing 78
Summary and Evaluation of Units Taught 130

V. Parent/Community Involvement 131

Introduction 132
Parent Resource Committee 134
Guide for Resource Person 138
Resource Person Log 139
Resource Person and/or Field Trip Request 140
Field Trip Location Log 141
Field Trip Information 142
The Parent's Role in Career Education 144

TABLE OF CONTENTS (cont.)

Page

VI. In-Service Education in Project LET 146

Description 147
Sample Agenda 149

VII. Evaluation of Project LET 150

VIII. Selected Teacher References 154

Film Loops 155
Film Strips 158
Teaching Guides 159
Teaching Systems 160
Books 162

APPENDIX 167

Introduction Letter
Parent Resource Questionaire
Confirming Resource Letter
Letter of Appreciation
Procedures for Purchasing Materials
Order Form
Year-End Log
Newspaper Articles

OVERVIEW

THE ESSENTIAL COMPONENTS

Career Education is sweeping the country like few movements of educational reform have ever done in the past. The concept is met with seemingly instant acclaim by parents, students, community leaders, and most teachers and administrators. It is hailed as the answer to such educational ills as the drop-out problem, absenteeism, academic underachievement and failure, and student discontent.

But what is career education? Career education has been defined by many people in many different ways. Two definitions which are perhaps best known and commonly accepted are those by Hoyt and Evans.[1]

> To Hoyt, career education is defined as the total effort of public education and the community aimed at helping all individuals to become familiar with the values of work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.
>
> To Evans, career education is the total effort to the community to a personally satisfying succession of opportunities for services through work, paid or unpaid, extending throughout life.

Both these definitions emphasize the ethics of work and the involvement of the community. Hoyt's definition emphasizes the education, while Evans' emphasizes the career.

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[1] Kenneth B. Hoyt, et al. Career Education: What It Is and How To Do It (Salt Lake City, Utah: Olumpus Publishing Company, 1972). p. 1.

Swanson[2] has identified five approaches by which career education can be described or defined: a) as a "philosophical commitment," b) by describing a set of "essential components," c) as "the utilization of an educational delivery system," d) by describing the "focuses on educational levels," and 3) by describing the "outcomes." None of the approaches is complete or adequate and all are mutually reinforcing. Three of the approaches -- "essential components," "the utilization of an education delivery system," and the "focuses on education levels" -- will be utilized in this presentation. The "philosophical commitment" and "outcomes" of career education are sufficiently intermeshed and inferred in the other three approaches to warrant their exclusion.

The following components are generally accepted, in varying degrees, as being essential to the career education concepts:

1) Career Education is for all students. Most will agree that career education is not just another subject to be added to an already crowded curriculum nor is it a track for the student who will terminate his education on or before graduation from high school. Commissioner Marland[3], responding to the question "Is there any one particular group that you see as a target for career education . . . ?", said:

> When I talk about career education I am not thinking of rich or poor or blacks or whites or browns or the smart or the dull or those of differing national origins or regions. I am thinking

-----

[2] Gordon I. Swanson, "Career Education," in Career Education: Perspective and Promise by Keith Goldhammer and Robert E. Taylor (Columbus, Ohio: Charles E. Merrill Publishing Co., 1972) pp. 109-111.

[3] Sidney P. Marland, Jr., "Marland on Career Education," American Education (November 1971). pp. 25 - 28.

> about human beings who find that the current offerings of our schools are not meeting their needs. Now, this deficiency does not affect certain groups in our population as harshly as it affects others--ghetto youngsters, for example, or migrant children. Obviously, such youngsters stand to benefit especially. But this hardly excludes the banker's son who has an above average I.Q. and comes from a home that takes academic and social success for granted. That background does not automatically provide him with the ability to choose a satisfying career for himself.........

2) Career education permeates all instruction. To be successful and to achieve the goals established for the movement, career education must permeate all subject matter at all grade levels. "Career implications are inherent in every learning experience from pre-school to graduate school and beyond."

3) The community becomes the classroom. Career education provides meaning to the learning of basic subject matter skills and understandings by relating them to the world outside the classroom. Through field trips, resource persons, advisory groups, work observation, work-study and work experience for students, teachers and counselors; school will take on a new meaning for all youth. It is inconceivable to believe that teachers and guidance counselors can provide the vast amount of career information needed by youth without utilizing the community and its resources. It is even more inconceivable when it is considered that few teachers or counselors have had anything but limited work experience outside academia.

4) Career education does not conflict with the other legitimate goals of education. Goldhammer[4] explains this component in his description of the educational purposes of his careers curriculum:

---

[4] Keith Goldhammer, "A Careers Curriculum," in Career Education: Perspective and Promise by Keith Goldhammer and Robert E. Taylor (Columbus, Ohio: Charles E. Merrill Publishing Company, 1972) p. 129.

> The scope of the careers curriculum is the various "life careers" in which individuals engage as members of society..... There are at least five such careers which should constitute the framework within which all content of the curriculum is organized. These careers are:
>
> 1. A producer of goods or a renderer of services.
> 2. A member of a family group.
> 3. A participant in social and political life.
> 4. A participant in avocation pursuits.
> 5. A participant in the regulatory functions involved in aesthetic, moral, and religious concerns.

The school must provide the students with the skills and knowledge needed to perform all of these life roles successfully.

5) One hundred percent placement as a goal. Fulfillment of one's life role being the most demanding feature of career development, the schools are held accountable for the student's preparation for job-entry, progression or retraining.

But educators are hesitant to be held accountable for something that seems to be as much an affective interest of the economic system as it is of the educational system.

Moreover, a controversial question concerning actual placement in a life role exists involving the school's responsibility and that of other agencies which are qualified, capable and willing to perform this function. The answer to this question could very well influence the avenues that career education programs will take.

RATIONALE FOR CAREER AWARENESS

One of the greatest challenges of modern education is to provide the kind of education that will help children cope with the social, economic and political aspects of modern technology. The need to provide meaningful educational experiences for all students is becoming more obvious as the complexity of work within life increases. The world of work is a complex world. It is imperative that our schools introduce children to the world of work starting at the earliest possible age. The reasons for providing elementary school children with career information are many: Children need to develop a respect for all kinds of work as well as the people who do each kind of work; technology is changing rapidly; youngsters start as early as age eight to reject certain occupations; and children need to be exposed to a wide variety of career concepts upon which he can later make realistic and meaningful life decisions.

Integrating career information into the elementary curriculum reinforces, motivates and expands the learning process of coping with social, economic and political aspects of our modern society. However, career development is neither the sole aim nor a separate part of education, but it is one of the goals of elementary education. The "LET" project is not introducing a new curriculum, but a method of teaching which incorporates concepts of self and career awareness.

THEORIES FOR CAREER DEVELOPMENT

Studies have shown that ten years of career awareness and exploration may be needed by an individual to make a sound occupational choice. According to further studies, children between the ages of 5 - 10 identify with parental occupations realistically and fantasize about their own future careers. Children between the ages of 10 - 15 acquire basic concepts of knowledge, develop work habits, and begin to realize the problems of occupational choice. The years and ages specified by these studies correspond to elementary and junior high grade levels.

According to recent studies, occupational choice on the part of an individual begins with the awareness that an occupation meets some of his personal needs. Proper occupational choice on the part of the individual is made with the determination as to which occupation meets his needs best. Not only needs or interests, but early experiences, too, influence readiness for career exploration. Project "LET" provides experiences and attempts to meet the needs and interests of each pupil.

THEORIES FOR DELIVERY SYSTEMS OF CAREER EDUCATION

Learning is not the process of filling a child's head with facts while restricting and reducing his activity. On the contrary, the moment of learning is active, intense, and often joyful. Building on this, the following assumptions form a philosophical base for the career development program:

- Children learn best when their anxiety levels are low. If an individual is involved in and having fun with an activity, learning is taking place. Children learn from other children as well as from adults.

- Active exploration in a rich environment offering a wide array of manipulative materials will facilitate children's learning.
- Intellectual growth and development takes place through a sequence of concrete experiences followed by abstractions.
- Children are innately curious and display exploratory behavior quite independent of adult intervention.
- Children are motivated to learn if they are involved in the planning of their educational program.

A sequence of learning is needed since all children do not begin or finish at the same point. Sequences should reinforce each other for continuity. A spiral approach of career awareness through grade levels fulfills this need. The spiraling effect will incorporate the K-2, 3-4 and 5-6 grade levels.

DESCRIPTION OF PROJECT "LET"

The Learning Experiences in Technology Project is designed as an innovative model elementary school program. Teachers utilize the tools, materials, and processes of technology in relating traditional studies in a more concrete manner to development of career awareness.

The concept, Project LET, Learning Experiences in Technology, has been developed by the School District of the City of Royal Oak, in cooperation with the Michigan Department of Education, Oakland Intermediate School District, and Eastern Michigan University.

The Learning Experiences in Technology Project is designed as an innovative model career education program. "Technology" as used in this project is defined as the knowledge of practice, or knowledge of the way of doing things and the changes it causes within man's society.

The project began during the 1971-72 school year with twenty selected elementary teachers representing grades one through six in seven schools. During the 1973-74 school year, the elementary component of the project has increased to 105 teachers representing kindergarten through sixth grade in 15 schools. In addition, the project has extended into the junior high school and involves an interdisciplinary team of 33 junior high teachers from four schools. Planning is also scheduled for the secondary level, grades nine through twelve during the 1973-74 school year.

The project is not intended to be an additional subject, but, rather, a method of implementing all instruction in the elementary school curriculum. The project enables teachers to provide an active learning environment for children. "Learn by doing" is the theme of Project LET. Teaching by telling is minimized. The teacher is therefore, a facilitator of learning, diagnostician, and prescriber.

Inservice sessions throughout the school year enabled teachers to develop integrated teacher units, exchange ideas, and further develop the content of the career awareness project.

K - 12

LEARNING EXPERIENCES IN TECHNOLOGY

PROJECT GOALS

1. The project personnel (directors, teachers, and consultants) will develop, field test, and evaluate a career education model which could be utilized by all teachers and students within the State of Michigan.

2. The project model will be used to teach knowledges, attitudes, and skills, using a methodology which will evolve from and be integrated with the existing school curriculum.

3. The project will include the involvement of the total community: parents/people resources, occupational role models, and physical resources.

4. The project will expose students to the identified concepts of career education.

5. The project will involve the total school staff in the development and implementation of the program.

6. The project will help students to understand and deal with the social, political, economic, and educational aspects of modern technology.

K - 6

LEARNING EXPERIENCES IN TECHNOLOGY

PROJECT OBJECTIVES

"Technology" as used in this project is defined as the knowledge of the ways of doing things on the knowledge of practice.

I. Objective: As a result of participating in Project "LET", each child will develop a positive self-concept through experiencing and/or relating various life situations of occupational, recreational, consumer, and socio-cultural significance.

Possible Evaluative Criterion:

1. Each child will describe by concept identification the occupations of three family members; describe occupations within the school and community.
2. Each child will describe the structure of selected major industries and how they benefit him as a member of society.

II. Objective: As a result of participating in Project "LET", each child will gain a better understanding of his or her relationship to others through an activity-centered approach to learning.

Possible Evaluative Criterion:

1. Pre- and post-test Oakland County "School Attitude Survey."

III. Objective: As a result of participating in Project "LET", each child will develop a positive attitude toward the world of work as an element of society (interdependence of workers, work has dignity, purpose and rewards; value of human relations).

Possible Evaluative Criterion:

1. Pre- and post-test Occupational Attitude Survey (oral and written).

IV. Objective: As a result of participating in Project "LET", each child will identify a specific number, by grade level, of occupations practiced by man.

Possible Evaluative Criterion:

1. Have each child list several occupations and industries which people perform for economic reward and/or pride.

V. Objective: As a result of participating in Project "LET", each child will identify the interdependence between and within occupational families.

Possible Evaluative Criterion:

1. Each child will describe Health, Communication and Transportation, or Biological and Extractive occupational families.
2. Given a proportionate number of occupations from a prescribed number of occupational families, the student will classify interdependent occupations into groups.

VI. Objective: Within Project "LET", the children will become involved in the planning of an integrated teaching unit.

Possible Evaluative Criterion:

1. Identification of the number of ideas gathered from students via "brainstorming" sessions, and implemented into integrated teaching units.

VII. Objective: As a result of participating in Project "LET", the parents and community will become involved in the classroom implementation of technologically based activities.

Possible Evaluative Criterion:

1. Of Parents:
   a) classroom donation of time and materials
   b) field trip assistance
   c) attendance of informational meetings
   d) response to opinionaires
2. Of Community:
   a) compilation of resource personnel and supplies
   b) identification of sites for field trips
   c) service group and professional association interest and assistance

VIII. Objective: As a result of participating in Project "LET", an integrated activity based program, the children's cognitive achievement level will be significantly greater than that in an equally matched control group not an integrated activity based program.

Possible Evaluative Criterion:

1. Fourth and sixth grade pre-test, post-test of an experimental control group design. (C. T. B. S. instrumentation.)
2. Have each child show similar characteristics of each occupation and industry by comparing similarities from a check list.

IX. Objective: As a result of participating in Project "LET", the children will develop a positive attitude toward school.

Possible Evaluative Criterion:

1. A comparison of previous years' attendance in conventional classroom with current attendance record in "LET" program classroom.

DEFINITIONS USED BY PROJECT "LET" AND THE ROYAL OAK TASK FORCE ON CAREER DEVELOPMENT

Career Education - Career education is a preparation for life which maximizes the future career options of youth and adults.

This preparation will include an interdisciplinary educational program from kindergarten to adult for the purpose of developing self-awareness, career awareness, career exploration, self-assessment, career decision making, career planning, career preparation, and placement.

- self-awareness - the way in which one perceives himself in relation to individual characteristics and to his environment.

- career awareness - an awareness of varying life styles (careers) in a changing society.

- career exploration - a systematic approach to establishing individual and group experiences within the school and community for the purpose of exploring life styles (careers). This includes an understanding of the physical, intellectual, and emotional requirements of careers.

- self-assessment - an experienced centered process to determine an awareness of self-relationship to life styles.

- career decision making - an ongoing process of identifying alternatives and selecting from these alternatives that choice which best meets the individual's self-perceived need.

- career planning - the process which utilizes the components of career education in the development of an individual's career goals selected through decision making.

- career preparation - an essential educational program which develops knowledges, skills, and attitudes necessary to achieve an individual's specific career goals.

- placement - an ongoing program of services provided all exiting students to assist them in implementing their career goals.

Technology - The knowledge of practice; the knowledge of the way man does things.

THE CONCEPTUAL STRUCTURE OF PROJECT LET

The conceptual structure of the Learning Experiences in Technology project has been developed by classroom teachers involved in the project. This structure provides the teacher and learner with an intellectual index, or "cognitive map", in which career and self-awareness, and their relationship to life, are made clear and logical.

A "concept", as defined for use by this project, is an idea or thought that forms a mental image in one's mind as well as in the minds of others. The idea can be communicated by a word, phrase, illustration, sound, touch, smell, or gesture. These concepts are organized into a context that tells a total story of career awareness. In structuring the concepts of career awareness the following principles of curriculum development were observed:

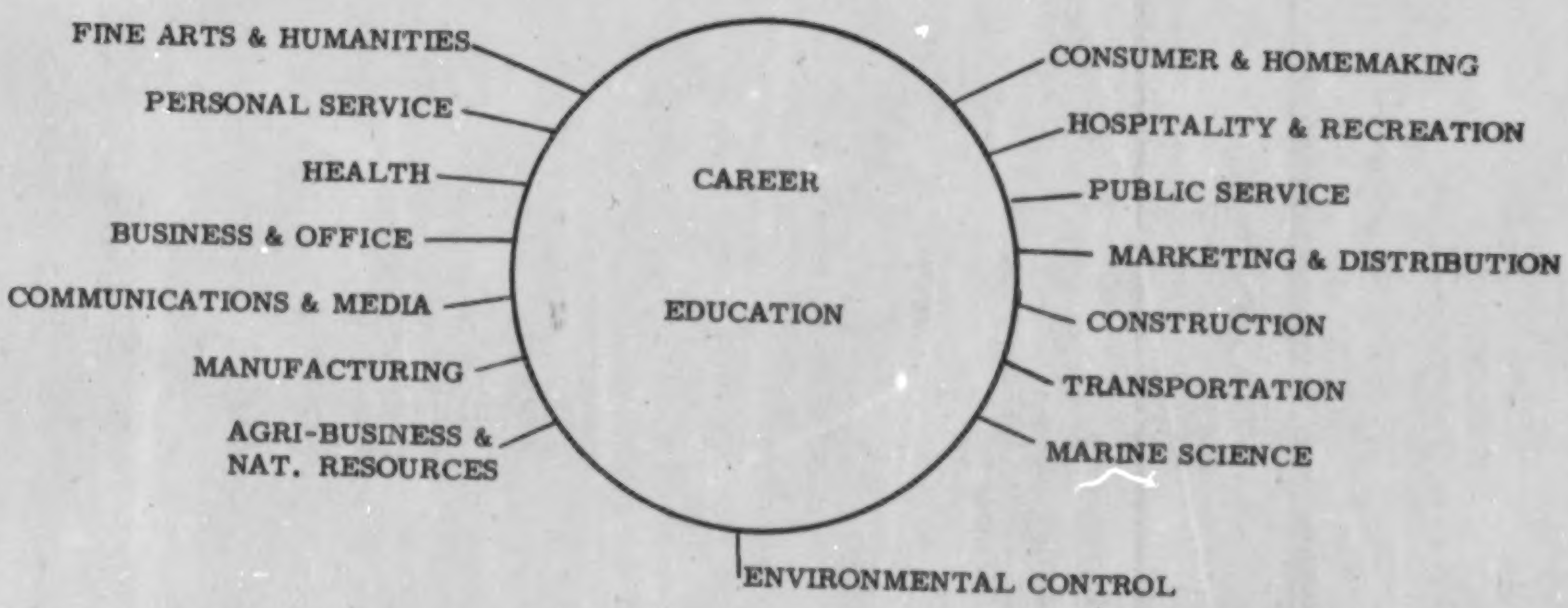
1. All concepts identified must apply to the totality of the careers of man (totally inclusive).
2. The subconcepts must totally describe the major concept (sum of all parts must equal the whole).
3. The concepts must be introduced at various educational levels according to the ability levels of students.
4. The concepts must be revisited throughout the grades (spiral approach).
5. The concepts must be exclusive of each other with a minimum of overlap.

An initial step in identifying the concepts of career education was to identify the limits to the concept of careers. For the purpose of feasibility and curriculum consistency, a career can be defined as "a personal state of life which can be identified and sometimes denotes an economic reward." Utilizing the 15 occupational clusters developed by the United States Office of Education (see figure I) a selection of concepts was made common to all

FIGURE I

PARAMETERS OF CAREER AWARENESS

FOR PROJECT "LET" (K-6)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careers. These concepts met the five principles of curriculum development previously discussed. Each major concept was also described with smaller concepts (subconcepts) for greater clarification.

Since the existing curriculum within the Royal Oak School District was spiral in structure, the concepts of career education are introduced within the primary (K-2), intermediate (3-4), and upper (5-6) grade level groupings. Though additional extending concepts are introduced in the intermediate and upper grade level groupings, earlier essential concepts are revisited and expanded upon within a greater scope of the environment being studied. The concepts introduced at the various grade levels can be presented using a variety of media. The vehicle selected, the Integrated Teaching Unit, is developed to teach these and other educational concepts prescribed by the teacher and will be discussed in Unit III.

After concepts had been identified, minimal behavioral objectives were written to serve as "guides" for implementing the concepts. These objectives serve as aids to the classroom teacher to suggest the scope and significance of each concept for their particular grade level.

Concept Structure of Career Awareness

The following is the K-6 concept structure of career education which is spiral and additive in nature.

LEARNING EXPERIENCES IN TECHNOLOGY

Essential Objectives - (Grades K-6)

OBJECTIVES: As a result of teaching units each child will be able to:

Scope of Environment: CONCEPTS	K-2 Home, School & Community	3-4 City & State	5-6 National & International
1. REASONS PEOPLE WORK			
A. Economic	Identify five needs for money in the home.	Identify essential public services provided by the community by tax dollars. Identify essential public services provided for the state by tax dollars.	Identify essential public services provided for the nation by tax dollars. Discuss the ways in which the tax dollar is allocated.
B. Social and Psychological	Identify the work role of each member of the household. Draw a picture of the members of your household working. Illustrate or list likes or dislikes of an individuals own job at home and school.	Identify rewards (other than economic) gained from jobs. Identify the social and psychological needs of the individual which may be satisfied through his job.	Given a list of jobs the individual will justify his preference for a specific choice.

	K-2	3-4	5-6
C. Humanitarian	Identify volunteer jobs in the home and school environment.	List volunteer jobs that are service oriented.	Justify a volunteer service as a humanitarian act.
	Given a list of jobs, discuss reasons how each job helps someone or something.	List local, state and humanitarian agencies.	List two conditions that enable people to engage in a humanitarian career.
			List two international humanitarian agencies.
2. DIGNITY OF WORK	Recognize and discuss the importance of all work as observed by the child in his home, school and community.	Recognize and discuss the importance of jobs performed with the city and state as observed by the child.	Recognize and discuss the importance of all national and international jobs as observed by the child.
3. FUNCTIONS OF WORK			
Make a product (custom, quantity production) Providing Services	Identify people who make a product in the home or community.	List or identify careers that produce at the city-state levels.	Contrast custom production and quantity production.
	Identify people who provide a service in the home or community.	List or identify careers that provide services at the city and state levels.	Classify services rendered according to training and educational requirements.
		Identify two different methods of production.	

	K-2	3-4	5-6
4. LOCATIONS OF WORK			
A. Geographical	Identify people at work in their community. Draw a picture of a person at work in the child's community.	Plot a bar graph on the types of careers present in the community.	Generalize from data collected what type of community the child lives in.
B. Environmental	Identify buildings used for business in a given neighborhood. Identify or draw pictures of places where people do their jobs.	Classify businesses and industrial establishments according to their differences in physical environment.	Recognize and cite evidence for the geographical and environmental differences of various businesses and industries within the nation.
5. TOOLS			
Clothes, Apparatus, Equipment	Identify clothes, apparatus and equipment for a given list of careers.	Suggest reasons for the use of specific clothes, apparatus and equipment for a given list of careers. Differentiate between the clothes, apparatus and equipment needed for a specific producing job and a specific servicing job.	Investigate procurement procedures for tools necessary for a specific career. Investigate maintenance requirements for tools necessary for a specific career. Propose and defend reasons for the proper use of tools in a given career, including their effects on the environment. (ecosphere)

	K-2	3-4	5-6
6. CAREER INTER-DEPENDENCE			
Sociological	Given a product, identify the people necessary to make this product.	Given a list of managing, producing and servicing characteristics, sequence the steps needed for completion of a given product.	Brainstorm a given product from its points of origin to
	Identifying a service, list the people necessary for the completion of this service.	Discuss a current situation related to the interruption of the production or servicing of a given point of origin to completion.	Invent a product and devise an efficient method for producing, servicing and managing the product.

LEARNING EXPERIENCES IN TECHNOLOGY

Extending Objectives - (Grades 3-6)

OBJECTIVES: As a result of teaching units most children will be able to:

CONCEPTS	Scope of Environment: City, State, National, International
1. MANAGING OF PEOPLE & THINGS	
A. Planning	
Formulating Ideas	Generalize from collected data a plan for producing a product.
	Examine and justify ideas formulated for producing a product.
Researching & Evaluate	Identify the variables of proposed plans for producing the product.
	Reformulate plans if necessary.
Design	Devise a plan for production of the product.
B. Organizing & Implementing	
Structuring	Recognize and cite evidence for a specific job in the production process of a specific product.
	Assign job roles to pupils.
Supplying	Identify and justify materials needed for production of the product.
	Supply materials to job roles in the production process.

CONCEPTS (Grades 3-6)	Scope of Environment: City, State, National, International
C. Controlling	
Monitoring	Examine and measure product being produced. Analyze performance of personnel in the production process.
Reporting	Synthesize from observations the efficiency of the production process.
Correcting	Suggest possible methods of improving the production process.
2. PRODUCING	
A. Raw Materials	
Grown on Earth	Identify and classify materials used in the production process that were grown on earth.
Taken from Earth	Identify and classify materials used in the production process that were taken from earth.
B. Pre-processing	
Purchasing Materials	Investigate possible sources for procurement of materials needed in the production process. Estimate the cost of materials needed in the production process.
Receiving Materials	Identify the best method of receiving materials needed in the production process. Estimate the time of arrival of materials needed in the production process. Verify time and date of arrival of materials needed in the production process.

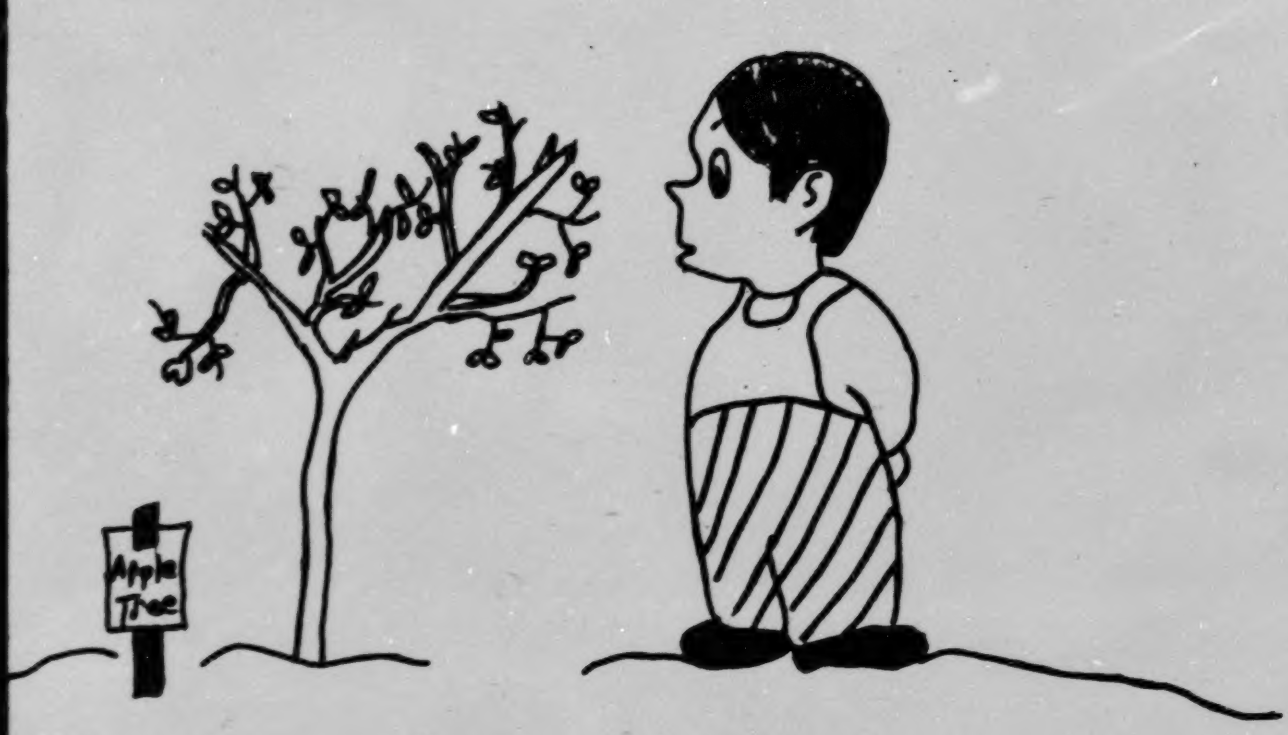
CONCEPTS (Grades 3-6)	Scope of Environment: City, State, National, International
Reclaiming	Recognize and cite evidence for the practicality of reclaiming products to be reprocessed.
Storing/Preserving	Identify the best places and methods of storing and preserving materials to be used in the production process.
C. Forming, Separating, Combining	Differentiate between the forming, separating and combining processes of production.
D. Packaging & Labeling	Investigate best method(s) of packaging, appropriate to specific products.
	Apply an appropriate label for product produced.
3. SERVICING	
A. Products	
Distributing	Examine and prepare the best methods of distributing the finished product.
Advertising	Brainstorm on the methods of advertising the finished product.
	Apply the best method of advertising the finished product.
Selling	Estimate the cost of producing the product. Suggest a price so that a profit may be realized.
Installing Maintaining & Repairing Altering	Investigate methods of installing, maintaining, repairing and altering goods.
	State the responsibility involved in installing, maintaining, repairing and altering goods.

CONCEPTS (Grades 3-6)	Scope of Environment: City, State, National, International
B. People	
Physical (e.g., maintaining, beautifying, transporting)	Investigate the careers involved with physical services rendered to people.
Social (e.g., recreational, governmental)	Investigate the careers involved with social services rendered to people.
Psychological (e.g., mental health)	Investigate the careers involved with psychological services rendered to people.
4. CONSUMING	
A. Comparative Buying	Compare and contrast prices, warranties and service for an identical product at various retail stores.
B. Purchasing	Examine the various methods of purchasing goods.
C. Using	Generalize from data or discover through trial and error the proper method of using goods.
D. Disposing	Justify whether a particular good should be disposed of, recycled or kept.

CONCEPTS (Grades 5-6)	Scope of Environment: City, State, National, International
5. PERSONNEL	
A. Hiring	
Recruiting	Examine the methods of recruiting for career opportunities.
	Identify one condition under which recruiting for career opportunities is practical and/or impractical.
Applying	State personal qualifications for a specific job role.
	Prepare an application form for a career.
	Complete an application form for a career.
Interviewing	Identify and enact both roles in an interviewing situation.
Selecting	Justify the assignment of a person to a specific job role.
B. Training	
On the job Off the job (e.g., educational background, previous experience)	Discover through practice the characteristics of a specific job role.
	Given a list of careers, identify the type of training needed for each career (on the job, off the job, both).
C. Working Conditions	
Economic Rewards (e.g., wages, fringe benefits)	Recognize the various types of economic reimbursement for jobs performed.
	Investigate the variety of fringe benefits provided by employers in various careers.
	Justify economic rewards for job performance.

CONCEPTS (Grades 5-6)	Scope of Environment: City, State, National, International
Physical Environment (e.g., noise, hazards, indoors, outdoors)	Discuss critically the effects of careers on the physical environment. Discuss critically the effects of the physical environment of careers.
D. Mobility	
Promoting, Demoting, Discharging, Unchanging Status	Formulate a hypothesis regarding promoting, demoting, discharging or unchanging status in a career. Cite reasons for promoting, discharging, demoting or unchanging status in a career.
E. Retiring	
Counseling Length of Service Economic Benefits Leisure	Discuss critically the elements involved in any retirement program. Justify the need for retirement programs. List changing status of fixed retirement incomes and the practicality of the inclusion of inflationary clauses in retirement programs. Investigate current retirement funds and how they are being administered.

METHODOLOGY OF PROJECT LET



The methodology used to implement the concepts of Project "LET" is the Integrated Teaching Unit. An Integrated Teaching Unit is a planned unit based on present school district curriculum. The unit integrates all areas of study; i.e., science, math, reading, spelling, language, art, etc. in teaching about the world of work. These Integrated Teaching Units are evolutionary in nature as they are developed from the curriculum, utilizing student involvement and ideas; implemented, evaluated and revised by the classroom teacher. The duration of each teaching unit varies to allow for flexibility, individuality, creativity, and fulfillment of the needs and interests of each child.

Each unit includes the following components:

1. classroom study utilizing A.V. material, group discussion, library research, individualized study.
2. resource people
3. role playing
4. parent involvement
5. activities
6. field observations

Each of the components provide an opportunity to explore careers and technology through the utilization of the Integrated Teaching Unit.

CONSTRUCTIVE HINTS FOR IMPLEMENTING COMPONENTS OF THE INTEGRATED TEACHING UNIT

1. Be organized and flexible.
2. Thoroughly plan your activity.
3. To uncover any difficulties make a sample product whenever practical.
4. Have all your materials before you start.
5. Expect a lot of movement and noise - not chaotic but constructive.
6. To allow for more personal attention, the pupil and supervisory ratio can be reduced by the use of:
    a. parents
    b. high school students
    c. college students
    d. principals
    e. custodians
    f. students from other grades
    g. other school personnel
7. Check your electrical system in your room and building (watch for blown fuses).
8. When planning field trips, personally confirm all arrangements and reservations the day before the trip.
9. To avoid accidents and injuries, introduce respect for and proper use of tools. Set up definite safety rules.
10. Involve students in planning of the units by utilizing the technique of "Brainstorming".
11. Brainstorming questions to be sent to a resource person before their appearance prepares students for the presentation and gives the role model direction in speaking to the class.
12. Discussion should follow each role model, field trip or activity reviewing important concepts, to make students aware of what they have learned.

WRITING BEHAVIORAL OBJECTIVES

1. Identify what the student will do if they have achieved the objective.

    It must be observable
    It identifies the kind of performance
    It must be measurable
    What is the learner DOING when he is demonstrating that he has achieved the objective?

2. Describe the conditions under which the students will achieve the objective.

    What will be provided to the students?
    Describe only enough conditions to state clearly the kind of evaluation items the teacher will use.

3. Specify the criteria of acceptable performance.

    Describe how well the students must perform.
    Give important conditions.

    i.e. not measurable:
    Children will understand the types of careers present in the community.

    i.e. measurable:
    Plot a bar graph on the types of careers present in the community.

A CATEGORIZED "SHOPPING-LIST" OF VERBS USEFUL IN MAKING OBJECTIVES MORE PRECISE

SIMPLE TASKS

attend
choose
collect
complete
copy
count
define
describe
designate
detect
differentiate
discriminate
distinguish
distribute
duplicate
find
identify
imitate
indicate
isolate
label
list
mark
match
name
note
omit
order
place
point
provide
recall
repeat
select
state
tally
tell
underline

STUDY SKILLS

arrange
attempt
categorize
chart
cite
circle
classify
compile
diagram
document
find
follow
formulate
gather
include
itemize
locate
map
organize
quote
record
relate
reproduce
return
search
signify
sort
suggest
support
underline
volunteer

ANALYSIS SKILLS

analyze
appraise
combine
compare
conclude
contrast
criticize
deduce
defend
evaluate
explain
formulate
generate
induce
paraphrase
plan
present
save
shorten
structure
switch

SYNTHESIS SKILLS

alter
change
design
develop
discover
expand
extend
generalize
modify
paraphrase
predict
propose
question
rearrange
recombine
reconstruct
regroup
rename
reorganize
reorder
rephrase
restate
restructure
retell
rewrite
signify
simplify
synthesize
systemize

GENERAL APPLICATIONS

Arts and Crafts:

assemble
blend
brush
build
carve
color
construct
crush
cut
dab
dot
draw
drill
finish
fit
fix
fold
form
frame
grind
hammer
handle
heat
illustrate
make
melt
mend
mix
mold
nail
paint
paste
pat
position
pour
press
procedure
roll
rub
sand
saw
sculpt
sew
shake
sharpen
sketch
smooth
stamp
stick
stir
trace
trim
varnish
wipe
wrap

Drama:

act
clasp
correct
cross
direct
display
emit
enter
exit
express
leave
move
pantomime
pass
perform
proceed
respond
show
start
turn

Language:

abbreviate
accent
alphabetize
argue
articulate
capitalize
edit
hyphenate
indent
outline
print
pronounce
punctuate
read
recite
speak
spell
state
summarize
syllabicate
translate
type
verbalize
write

Mathematical:
add
bisect
calculate
check
compound
compute
count
derive
divide
estimate
extrapolate
extract
graph
group
integrate
interpolate
measure
multiply
number
plot
prove
reduce
solve
square
subtract
tabulate
tally
verify

Music:
blow
bow
clap
compose
conduct
finger
harmonize
hum
mute
play
pluck
practice
sing
strum
tap
whistle

Physical:
arch
bat
bend
carry
catch
chase
climb
coach
coordinate
critique
float
grip
hit
hop
jump
kick
knock
lift
march
perform
pitch
run
score
skate
ski
skip
somersault
stand
stretch
strike
swim
swing
throw
toss

Science:
calibrate
compound
connect
convert
decrease
demonstrate
dissect
graft
grow
increase
insert
lengthen
light
limit
manipulate
nurture
operate
plant
prepare
reduce
remove
replace
report
reset
set
specify
straighten
time
transfer
weigh

Social:
accept
agree
aid
allow
answer
buy
communicate
compliment
contribute
cooperate
disagree
discuss
excuse
forgive
greet
guide
help
inform
interact
invite
join
laugh
lend
meet
offer
participate
permit
praise
react
relate
serve
share
smile
supply
talk
thank
volunteer
vote

BRAINSTORM TECHNIQUE

Choosing the Brainstorm Topic

1. Break down complex problems into problems specific enough to be Brainstormed. Instead of "How can we conserve energy?", use three separate problems:
   "How can we conserve energy?":
   (a) in the home?
   (b) in the school?
   (c) in the community?

2. The basic aim of Brainstorming is to compile a quantity of alternative ideas. Therefore, your problem must be one that lends itself to many possible answers.

3. Do not try to Brainstorm problems requiring value judgments like "What's the best time to start our new campaign?" Brainstorming cannot make a decision for you.

Rules for Brainstorm Sessions

1. Criticism is ruled out:
   Judgment is suspended until a later screening or evaluation session. Allowing yourself to be critical at the same time you are being creative is like trying to get hot and cold water from one faucet at the same time. Ideas aren't hot enough; criticism isn't cold enough. Results are tepid.

2. Free-Wheeling is welcomed:
   The wilder the ideas, the better. Even offbeat, impractical suggestions may "trigger" in other panel members practical suggestions which might not otherwise occur to them.

3. Quantity is wanted:
   The greater the number of ideas, the greater likelihood of winners. It is easier to pare down a long list of ideas than puff up a short list.

4. Combination and Improvement are sought:
   In addition to contributing ideas of their own, panel members should suggest how suggestions by others can be turned into better ideas, or how two or more ideas could be combined into a still better idea.

Idea Spurring-Questions

PUT TO OTHER USES? New ways to use as is? Other uses if modified?

ADAPT? What else is like this? What other ideas does this suggest?

MODIFY? Change meaning, color, motion, sound, odor, taste, form, shape? Other changes?

MAGNIFY? What to add? Greater frequency? Stronger? Larger? Plus ingredient? Multiply?

MINIFY? What to subtract? Eliminate? Smaller? Lighter? Slower? Split up? Less frequent?

SUBSTITUTE? Who else instead? What else instead? Other place? Other time?

REARRANGE? Other layout? Other sequence? Change pace?

REVERSE? Opposites? Turn it backward? Turn it upside down? Turn it inside out?

COMBINE? How about a blend, an assortment? Combine purposes? Combine ideas?

Pitfalls to Avoid in Setting Up a Brainstorming Program

1. Failure to indoctrinate your panel in the technique of Brainstorming.
2. Failure to get support of at least one of your supervisors.
3. Overselling the technique before you have results to show.
4. Failure to orient your problem properly, or to make it specific enough.
5. Failure to evaluate the ideas creatively.
6. Failure to take action on the best ideas.
7. Failure to report to panel members what action is taken on ideas.
8. Selling the use of Brainstorming as a substitute for individual thinking. It is a supplement.

ROLE PLAYING IN THE INTEGRATED TEACHING UNIT

Role playing is a learning activity for use by both the teacher and child in all areas of the curriculum. It can and should be included in each subject area. Once the teacher utilizes role playing techniques and observes them as successful, more confidence in the approach will be gained each day. Actual instances of how to role play in the classroom and when it is of particular importance have been noted and suggested throughout this material.

Purposes for Children:

1. Offers an opportunity to participate in a successful group decision.
2. Fun to participate.
3. Desire to make decisions for self, to think on their feet in face-to-face situations.
4. Provides opportunity for sensitivity and awareness of the world of work.
5. Group activity with an adult leader - not organized play.

Procedure:

1. It is imperative to help children to become initially relaxed through warm-up activities.

   Example:

   - Children stand in a circle. One child pretends he has a ball. They throw the ball to each other in the circle.
   - Children stand and pretend they have a heavy box to put on a high shelf.

2. Development: Basically, movement with child's own dialogue.

   Examples:

   Early Elementary: A shoe salesman. One child is buying.

the other selling. This can be accomplished with groups of individuals.

Later Elementary: Production line at an auto plant. Children are putting parts on cars (perhaps on dashboard).

3. Culmination: This can be a repetitive process by using others in class to do the same thing but using different dialogue.

   Discussion by entire groups of children with constructive criticism.

More Helpful Hints:

1. Develop in a spiral effect - begin with short time, 10 minutes, and build up to greater spans of time.
2. Never force any child who does not want to participate.
3. Give good directions; be sure each child knows exactly what he is to do.
4. Give only a short time to plan so it is more creative.
5. Be sure activity (or job) is within age level so the child does not appear foolish to peers.
6. When children are evaluating a role-playing activity encourage positive reactions.
7. Allow for much change and creative dialogue to bring out each child's personality.
8. Encourage feelings of the role models, not just dialogue, so emotions come through.

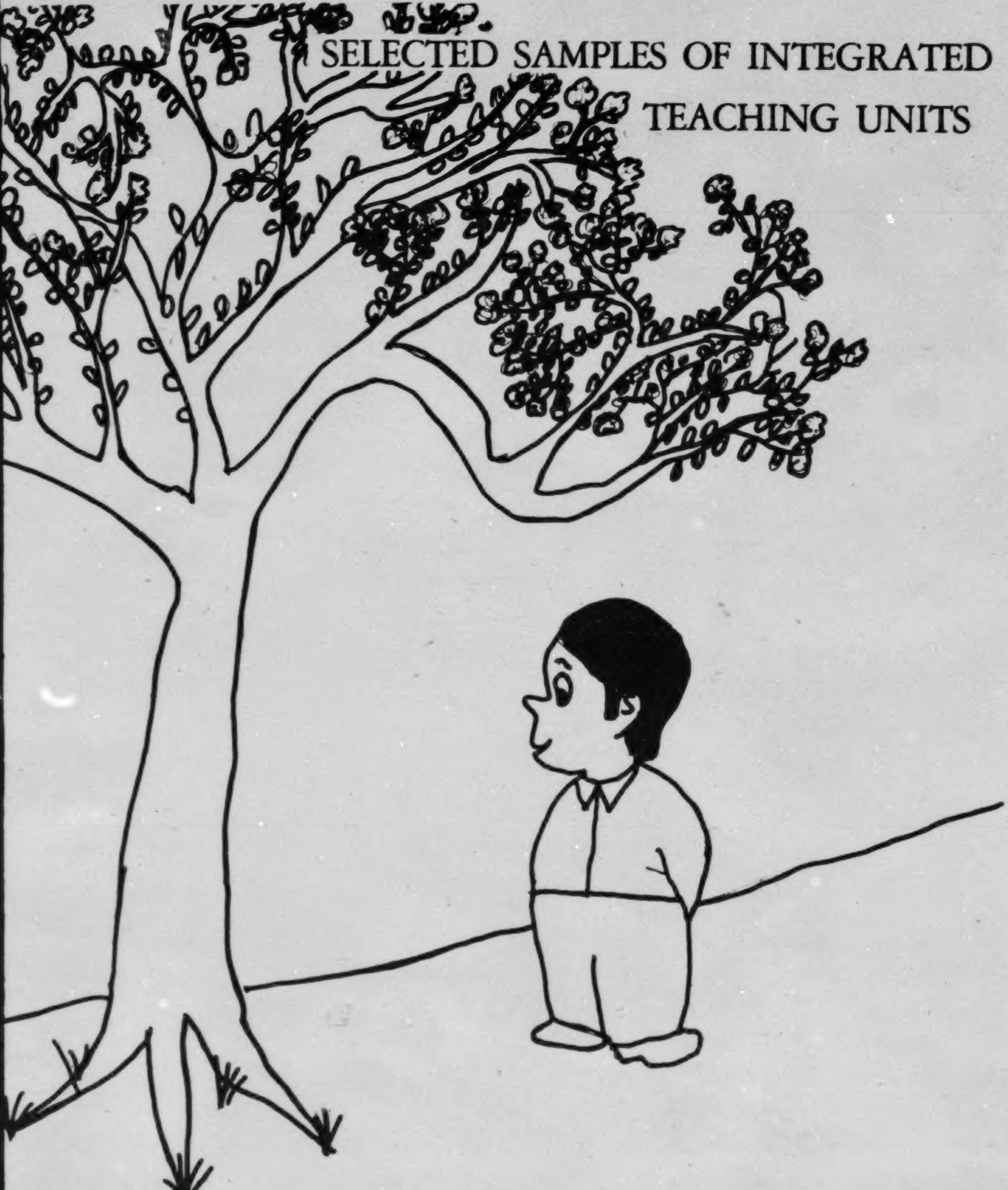
STUDENT GUIDELINES

FOR

EXPLORING AN OCCUPATION

1. What is the title of the occupation?
2. In which firms or businesses is employment available?
3. Does the worker work with (a) ideas (data), (b) people, or (c) things? What activities does he perform in relation to these categories?
4. How is the employer benefited by the worker?
5. What qualifications or preparation is needed by the worker? (Required or desired)
6. What benefits are received by the worker? (Pay, satisfaction, work values and interests)
7. What opportunities are there for advancement?
8. Is the need for the occupation increasing or decreasing?
9. What are the working conditions and environment?
10. What personal characteristics are helpful for workers to have?
11. What are the specific advantages and disadvantages of this occupation?
12. Would you like to be employed in this occupation?
13. Does the job depend on seasonal changes?
14. Does the job take place in specific geographical locations?

SELECTED SAMPLES OF INTEGRATED TEACHING UNITS



PREFACE TO SELECTED SAMPLE UNITS

These sample units are intended to be used as a working copy for professional staff. They are not completed documents, but rather working drafts which are to be revised. These documents cannot stand alone but are designed to be used with in-service education.

The methodology used to implement the concepts of Project "LET" is the Integrated Teaching Unit. These Integrated Teaching Units are evolutionary in nature as they are developed from the curriculum, utilizing student involvement and ideas. They are continually being implemented, evaluated, and revised by the classroom teacher. The duration of each teaching unit varies to allow for flexibility, individuality, creativity, and fulfillment of the needs and interests of each child.

Each unit evolves from the existing elementary curriculum which includes the following sections:

1. general overview
2. teaching/learning resources
3. concepts
4. behavioral objectives
5. methods of implementation
6. resource people and materials
7. student activities

Each of the methods of implementation provide an opportunity to explore careers and technology through the utilization of the Integrated Teaching Unit. These units are designed to be idea generating and therefore are not completely detailed.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT PLANSHEET

TITLE: CANDY

GRADE LEVEL: K-2

GENERAL OVERVIEW: The purpose of this unit is to learn about the many facets of candy making through the manufacture and packaging of candy. First and second graders will work together on this unit. Children will be involved in making and packaging of candy.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

   Books: Your Wonderful Teeth - Schloat
   Candy Man Language - Arts Booklet

2. Field Trips:

   Trip to supermarket to purchase ingredients needed for any recipe made by students.

3. Human Resources:

   Parents and college students to assist with candy making
   Candy maker

4. Activities:

   Make Marshmallow Sparkles
   Make Mint Wafers
   Make Snowballs
   Make Butter Mints

UNIT TITLE: CANDY

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Language Arts	
Sight vocabulary	Recognize new sight words
Creative Writing	Write a brief story about the candy making process or packaging
	Develop a candy advertisement
Social Studies	
Origin of candies	Tell where three candies studied originated
	State preferences for available candies
	State dislikes for available candies

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Work with candy making vocabulary Use candy making booklet stressing phonics and spelling Write creative stories about Charley and the Chocolate Factory (book by Raoul Dahl) Writing brief stories about candy making and packaging Plan a candy advertisement Make a "How to Book" about steps necessary in the making of candy	
General discussion of candies and their origins Discussion of candies in general and why they appeal to one person and not to another Make a booklet showing candies in these categories: chocolates - mints - hard-jellies	

UNIT TITLE: CANDY (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Math	
Liquid measusement	Measure accurately liquids and solids
Measurement of solids	Recognize and read fractions in a recipe
Science	
Tooth care	Describe dangers involved in exposing teeth to excess of sugars Tell the necessity for brushing teeth after eating sweets
Change of matter Heat affects matter	Discover the change in matter from liquid to solid to gas

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Work with liquid and solid measuring devices Read and follow candy recipes Make a variety of candies	
Compare a healthy tooth with one that has decayed Make a drawing showing how excess sugars destroy healthy teeth Read book - Your Wonderful Teeth by Schloat Use a candy recipe that requires heat to show how matter changes from liquid to solid to gas	

UNIT TITLE: CANDY (Continued)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Art	
Forming	Develop a candy advertisement
Combining	
Separating	Make a simple poster
Planning a poster	
Attractive packaging	Draw a picture of another person making candy in the immediate community
Careers	
Functions of Work	Discuss critically the jobs and processes involved with candy making and distribution
Production of candy	
Products	
People producing products	
Tools	Identify the special clothing, and equipment necessary in the production of candy
Clothes, apparatus, equipment	

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Plan and develop an advertisement for an imaginary candy Make a class mural using any desired art medium to fantasize an imaginary candyland Make a "How to Book" about candy, illustrations Make a simple poster Make a candy maker working in one phase of candy making	
Candy maker discussing his experiences as a candy man Visiting a candy making industry Class discussion of the jobs and processes involved with candy making and distribution Actual candy making Make a chart showing tools necessary in the production of candy List types of clothing worn by candy makers to insure sanitary conditions in his job role	

MARSHMALLOW SPARKLES

Dip marshmallows in water - drain excess water on paper towel
Roll in dry jello - let dry
(food coloring added to jello)

- Food coloring
- Jello
- Marshmallows
- Waxed paper

Have center set up ahead to make small signs saying "a treat for you"
Have four groups - two groups for each recipe
Have two mothers to supervise

Assembly line -
1. Cut saran wrap - pull off and cut in half
2. Wrap candy
3. Punch holes in signs
4. Cut string
5. Put string through hole and tie onto saran wrap

BUTTER MINTS

3 T. soft butter
1/4 cup whipping cream
1/4 t. salt
1 t. salt
1 t. vanilla
2 t. peppermint flavoring
1 pound powdered sugar

Blend all ingredients and knead till creamy or well mixed. Color with food coloring. Form into small balls (1/4 t.) and lay on waxed paper. Make all balls first, then press down with fork. Dry at least 2 days. Cover with waxed paper to keep clean.

MINT WAFERS

1 egg white
2-1/2 cups confectioners sugar
2 t. butter
1/2 t. peppermint flavoring

Combine ingredients in bowl. Mix till creamy. Tint in shades of yellow, pink and green. Knead with hands. Shape into 1-inch balls. Place on waxed paper and flatten with tines of a fork.

4 bowls
Spoons
Food coloring
Forks
Trays
Saran Wrap

SNOWBALLS

1 - 6 oz. pkg. semisweet chocolate pieces
1/3 cup evaporated milk
1 cup confectioners sugar
1/2 cup chopped walnuts
1 - 3-1/2 oz. can flaked coconut

Combine chocolate and milk in double boiler. Heat over hot water till chocolate melts, stirring to blend. Remove from heat - stir in confectioners sugar and nuts. Cool slightly, then form into 1-inch balls. Roll in coconut.

Double boiler
Spoons
Hot plate

RECIPES FOR THE ELEMENTARY SCHOOL CLASSROOM

INDEX

CANDIES

Butter Mints
Butterscotch Clusters

Caramels
Caramel Chews
Caramel Corn
Caramel Turtles
Caramel Fudge Balls
Chocolate Haystacks
Chocolate Nut Pillows
Chocolate Clusters
Coconut Orange Balls
Cornstacks
Crafty Foods

Date Balls

Caramel Fudge Balls
Fudge Nougat
Skillet Fudge
Easy Fudge
Peanut Butter Fudge

Haystacks

Lemon Clusters
Lollipop Clowns
Instant Lollipops

Marshmallows
Marshmallow Sparkles
Mashed Potato Candy
Mint Wafers

Orange Coconut Balls

Cereal Peanut Bars
No-Bake Peanut Oatmeal Drops
Peanut Cereal Candy
Peanut Brittle
Electric Skillet Peanut Brittle
Puddin' Candy Clusters

CANDIES (Cont.)

Snowballs
Strawberry Divinity

Toffee - English
Vanilla Wafer Turtles

COOKIES

Chocolate No-Bake
Toasted Coconut-Date
Caramel Unbaked
Orange No-Bake
Peanut Butter No-Bake
Raisin Griddle
Shoestring Potato
Strawberry Bakeless

Frypan Cookies

Mother Goose Cookies

Green Holly Cookies

Ginger Bread Men

SPECIALS

Sugar Plums

Cereal Christmas Trees

No-Bake Chocolate Rolls

Turkey Triangles

Doughnuts

Orange Cranberry Mold

CRAFTY FOODS

RICE MOSAICS

Color uncooked rice with food coloring. Let dry. Using Elmer's Glue, outline picture or design in colored yarn, and fill in with colored rice.

CEREAL MOSAICS

Follow directions for rice mosaics, substituting dry cereals for rice, we found the variety packs of cereal fun to use.

FINGER PAINTING

Use instant pudding, follow package directions to make it. It's fun even to clean up. Let dry overnight.

Use condensed milk tinted with food coloring too.

PAINTING

How about using mustard, capsup, grape juice, beet juice, worchestershire sauce, etc., etc.

How about printing with fruits and vegetables!

Food coloring dyed water makes a good paint too!

How about tasting parties for likeness and differences in color, texture, size and feel and taste.

A jam and jelly party
A cheese party
A sweet and sour party
An uncooked and cooked party (foods before and after they are cooked)

How about making lollipops to introduce or reinforce the sound and symbol "L".
How about making marshmallow turtles, caramel turtles, or chocolate turtles to introduce or reinforce the sound and symbol "m".

Have fun, be creative with foods and cooking.

CARAMEL CORN

Stir 28 caramels and 2 tbsp. hot water over hot water until smooth. Pour over 5 cups popped corn, Kix or Cheerios. Mix gently until blended. Drop by spoonfuls onto waxed paper.

SKILLET FUDGE

2 squares unsweetened chocolate, chopped
1-1/2 c. sugar
2 tbsp. margarine
2 tbsp. butter
7 tbsp. milk
2 tbsp. white corn syrup
1 tsp. vanilla

Combine all ingredients in heavy 12-inch skillet. Bring to a hard boil and boil 1 minute. Cool for 5 minutes. Beat until it loses most of its gloss. Pour into greased 8 x 8 inch pan. Cut into squares.

MINT WAFERS

1 egg white
2-1/2 c. confectioners sugar
2 tsp. butter
1/2 tsp. peppermint flavoring

Combine ingredients in mixing bowl. Mix until creamy. Tint in shades of delicate yellow, pink and green. Knead with hands. Shape into 1-inch balls; place on waxed paper and flatten with tines of a fork.

SNOWBALLS

1 6 oz. pkg. semisweet chocolate pieces
1/3 c. evaporated milk
1 c. confectioners sugar
1/2 c. chopped walnuts
1 3-1/2 oz. can flaked coconut

SNOWBALLS (Cont.)

Combine chocolate and milk in double boiler; heat over hot water till chocolate melts, stirring to blend. Remove from heat; stir in confectioners sugar and nuts. Cool slightly, then form in 1-inch balls; roll in coconut. Makes 24.

CEREAL - PEANUT BARS

1/2 c. light corn syrup
1/4 c. brown sugar
Dash salt
1 c. peanut butter
1 tsp. vanilla
2 c. rice crisp cereal
1 c. corn flakes, slightly crushed
1 6 oz. pkg. semisweet chocolate pieces

Combine syrup, sugar and salt in saucepan; bring to a full boil. Stir in vanilla, cereals and chocolate pieces. Press into a buttered 9 x 9 x 2 inch pan. Cool 1 hour. Cut in small bars.

FRYPAN COOKIES

1 c. sugar
2 eggs, well beaten
Dash salt
1-1/2 c. chopped dates
1 tsp. vanilla
3/4 c. chopped walnuts
2 c. Rice Krispies
Coconut

Mix first 4 ingredients; place in greased electric frypan set on low heat. Cook until thickened, stirring constantly, about 10 minutes. Cool slightly; add next 3 ingredients. Make into balls; roll in coconut.

MOTHER GOOSE COOKIES

2 cups of the first thing that little girls are made of (Sugar)

1/2 teaspoon of the second thing that little girls are made of (Spice, Ginger or Cinnamon)

1 teaspoon of soda

1 teaspoon of salt

2 Humpty Dumpties (Eggs)

1 cup of what Miss Muffet was eating (Milk)

1 cup of the third thing that little girls are made of (Nuts, raisins or chocolate chips)

1 cup of the thing that little Red Hen went to the mill to fetch (Flour)

1 cup of the thing that Jack Spratt could not eat (Fat)

Bake at 350 degrees

Yield: This makes enough for 60 children - or about two cookies each

DATE BALLS

3 c. Rice Krispies
1/2 c. chopped nuts
1 T. butter
3/4 c. sugar
2 eggs - unbeaten
1-1/2 c. chopped dates

Mix Rice Krispies and nuts together. Melt butter, add sugar, dates and eggs. Heat and cook stirring constantly for 8 to 10 min., mashing dates as they cook. Pour hot mixture over Krispies. Shape into balls and roll in flaked coconut.

NO-BAKE PEANUT BUTTER COOKIES

1/2 c. Karo syrup
1/2 c. sugar
1 c. peanut butter
2 c. Special K cereal or other dry similar cereals

Bring syrup and sugar to boil. Remove from heat and stir in peanut butter. Add cereal and drop by spoonfuls onto waxed paper.

ORANGE NO-BAKE COOKIES

3/4 box powdered sugar
1 1-lb. pkg. vanilla wafers, crumbled
1 stick oleo or butter, melted
1 c. chopped nuts
1 6 oz. can frozen orange juice
1 can coconut

Mix all ingredients except coconut in a large bowl with hands. Shape cookies and roll in coconut. Yield: 3 doz.

SHOESTRING POTATO COOKIES

2 6 oz. pkgs. butterscotch chips
3 T. peanut butter
1 4 oz. can shoestring potatoes
1 c. chopped nuts

Shoestring (con't)

Melt butterscotch chips and peanut butter. Pour over potatoes and nuts. Mix gently. Drop onto waxed paper cookie sheet by teaspoonfuls. Place in freezer to set. Remove from freezer as soon as firm.

CHOCOLATE HAYSTACKS

1 cup granulated sugar
1/3 c. cocoa (regular type-dry)
1/2 c. milk
3-1/2 c. quick-cooking rolled oats
1 c. flaked coconut
1/2 c. chopped walnuts
1/2 t. vanilla
Dash salt

In saucepan bring first 4 ingredients to a full boil. Remove from heat and stir in remaining ingredients. Drop quickly from teaspoon onto waxed paper. Cool. Yield: 4 doz.

TOASTED COCONUT-DATE COOKIES

1/2 c. butter
1 8 oz. pkg. dates - chopped
1 c. sugar
2 eggs - slightly beaten
1/2 c. chopped maraschino cherries
1 c. chopped nuts
3 c. Rice Krispies
1/2 t. salt
1 t. vanilla
1 pkg. toasted coconut

Melt butter in heavy pan and add dates, sugar and eggs. Mix. Cook until thick, stirring till cool. Add cherries, nuts, Rice Krispies, salt and vanilla; shape in small balls. Roll in coconut. Store in cool place. Yield: 36 cookies.

CORNSTACKS

1 pkg. vanilla & chocolate caramels
1/4 c. Crisco
3/4 c. chopped peanuts
6 c. corn flakes
2 or 3 doz. pieces of candy corn

In large pan combine caramels and Crisco. Stir over low heat until candy melts and mixture is blended. Remove from heat. Stir in peanuts. Add cereal and mix thoroughly. Shape into clusters while warm. Place on waxed paper. Insert a candy corn in center of each. Cool.

MARSHMALLOW SPARKLES

Red food coloring
Strawberry or Raspberry jello (1/2 pkg)
Marshmallows - large

Add food coloring a few drops at a time to jello, mixing well to obtain desired color. Dip a few marshmallows by hand into water. Drain excess moisture by shaking into paper toweling. Roll marshmallows in colored jello and allow to dry thoroughly.

HAYSTACKS

2 pkg. butterscotch morsels
1 3 oz. can chow mein noodles
1 c. chopped peanuts

Melt butterscotch morsels in top of double boiler over low heat. Mix with noodles and peanuts. Drop onto waxed paper. Let stand until firm.

Abbreviations:
pkg. = package
oz. = ounces
c. = cup
tbsp. = tablespoon
lb. = pound

ORANGE COCONUT BALLS

1 6 oz. can frozen orange juice, thawed
1/4 lb. butter or margarine
1 12 oz. box vanilla wafers(crushed fine)
1 box confectioners sugar
Shredded or flaked coconut

Blend all ingredients together thoroughly; roll into 1/2 in. balls. Roll balls in coconut.

LOLLIPOP CLOWNS

3 c. granulated sugar
3/4 c. light corn syrup
3 tbsp. vinegar
1/3 c. boiling water
1/4 c. butter or margarine
Dash salt
Wooden skewers
Fruit-flavored hard candy circles

Combine sugar, corn syrup, vinegar, and water; stir until sugar dissolves. Cook to hard crack stage (300 degrees). Remove from heat; add butter and salt. Cool until mixture thickens slightly. Quickly drop from tablespoon over skewers placed 5 inches apart on greased cookie sheet. Make faces with candy circles.

LEMON CLUSTERS

Make Puddin' Candy except use lemon pudding - omit vanilla and 1 c. flaked coconut in place of peanuts.

CHOCOLATE NUT PILLOWS

1 6 oz. pkg. semisweet chocolate pieces
1 tbsp. shortening
1/2 c. peanut butter
2 tbsp. confectioners sugar
3 c. spoon-size shredded wheat biscuits
1/2 c. finely chopped peanuts

Melt chocolate pieces and shortening over boiling water. Stir in peanut butter and sugar. Coat biscuits in chocolate; shake off excess. Roll in nuts. Cool on rack. Makes about 3 cups.

MARSHMALLOWS

2 envelopes Knox gelatin
1 c. granulated sugar
1 c. light corn syrup
1 egg white

Soften gelatin in 1/2 c. cold water. In saucepan, combine sugar, syrup and 1/3 c. water. Cook to soft ball stage (240 degrees) stirring only until sugar dissolves. Remove from heat. Stir in gelatin to dissolve. Let cook 10 minutes. Beat egg white to stiff peaks. Slowly add the syrup beating on high speed of mixer till candy stands in soft peaks. Cover bottom of pan with brown paper. Sprinkle on the paper about 3 T. of cornstarch mixed with 3 T. powdered sugar. Pour candy onto cornstarch-sugar mixture. Let stand overnight. Sprinkle top with mixture of cornstarch mixed with powdered sugar (3 T.). Cut with moistened knife. Roll edges in cornstarch-sugar mixture.

CARAMELS

1 c. butter or margarine
1 lb. brown sugar
Dash salt
1 c. light corn syrup
1 can Eagle Brand milk (15 oz.)
1 t. vanilla

Melt butter in large saucepan. Add sugar and salt and stir well. Add corn syrup and mix well. Gradually add the milk, stirring constantly. Cook and stir over medium heat to firm ball stage (245 degrees) - takes about 15 min. Remove from heat, stir in vanilla and pour into buttered pan. Cool. Cut into squares.

ENGLISH TOFFEE

3 t. water
1 c. sugar
2 sticks oleo
1 t. vanilla
5 regular size chocolate bars

ENGLISH TOFFEE (Cont.)

Cook sugar, water and oleo until light medium brown (stir while cooking). It will sort of follow your spoon around the pan. Remove from heat and add vanilla. Spread on a buttered cookie sheet. Place chocolate bars on it and spread when softened. After it is cooled you can break apart with your hands.

EASY FUDGE

4 c. granulated sugar
1 can evaporated milk (14-1/2 oz.)
1 c. oleo or butter
1 pkg. chocolate chips (12 oz.)
1 pt. marshmallow creme
1 t. vanilla
1 c. broken walnuts

In a heavy pan, combine sugar, milk and butter. Cook over medium heat to soft ball stage, stirring often. Remove from heat. Add chocolate chips, marshmallow creme, vanilla and walnuts. Beat until chocolate is melted and blended. Pour into buttered pan - cool - cut into squares.

PEANUT BUTTER FUDGE

2 c. granulated sugar
2/3 c. milk
1 c. marshmallow creme
1 c. chunky peanut butter
1 pkg. chocolate chips (6 oz.)
1 t. vanilla

In a heavy pan, combine the sugar and milk. Stir until the sugar melts. Cook to soft ball stage. Remove from heat. Stir in the marshmallow creme, peanut butter, chocolate chips and vanilla. Blend well. Pour into buttered pan. Cool. Cut into squares.

CHOCOLATE NO-BAKE COOKIES

2 c. sugar
1/4 c. cocoa
1/2 c. milk
2 c. minute oats
1 t. vanilla
1/2 t. salt
1/2 stick oleo or butter
1/2 c. peanut butter
1/2 c. coconut or 1/2 c. broken nutmeats

Mix sugar, salt and cocoa in saucepan. Add milk and butter and bring to boil. Boil for 1 min. and 30 sec. Add remaining ingredients and mix well. Drop by spoonfuls onto waxed paper and chill. Yield: 2-1/2 doz.

STRAWBERRY DIVINITY

2 egg whites
1 pkg. strawberry jello
3 c. sugar
3/4 c. light corn syrup
3/4 c. water
1/2 c. grated coconut
1 c. chopped nuts

Beat egg whites until fluffy; add jello. Beat until mixture holds a definite peak. In saucepan, mix sugar, syrup and water. Cook to boiling, stirring constantly. Reduce heat and continue cooking, stirring occasionally until mixture reaches 250 degrees on candy thermometer. Pour into egg whites in a very thin stream, beating constantly. Continue to beat until candy holds shape and loses its gloss. Stir in coconut and nuts. Quickly drop from teaspoon onto greased cookie sheet. Any flavor jello may be used. Yield: 5 doz.

PEANUT CEREAL CANDY

3 c. crisp rice cereal
1 c. salted peanuts
1/2 c. granulated sugar
1/2 c. light corn syrup
1/2 c. peanut butter
1/2 t. vanilla

Peanut Cereal Candy (con't)

Mix cereal and peanuts; set aside. Combine sugar and syrup. Cook, stirring constantly, till mixture comes to a full boil. Remove from heat. Stir in peanut butter and vanilla. Immediately pour syrup over cereal mixture, stirring gently to coat. Pat cereal evenly into buttered 8 x 8 x 2 inch pan. Cool; cut in 1 by 2 inch bars. Makes 32 bars.

MASHED POTATO CANDY

1/2 c. mashed potatoes
1 lb. confectioners sugar
1/2 c. peanut butter

Mix warm mashed potatoes with sifted sugar. Roll in oblong shape and spread with peanut butter. Roll up like a jelly roll and cut in slices.

SUGAR PLUMS

1/2 c. butter
5 c. confectioners sugar (unsifted)
1/4 c. whipping cream
1 t. vanilla

Cream butter thoroughly. Add sugar slowly and continue beating until mixture is light and crumbly. Add cream and vanilla. Beat until completely blended. Shape and decorate as desired.

Roll them in coconut, chopped nuts, colored sugars, etc. Color them with liquid food coloring. Shape them as balls, ovals, letters, numbers, squares, triangles, candy canes, etc.

Center them - with fruits, nuts, raisins, mints, chocolate chips, candies.

Flavor batter with 1 t. maple flavoring, 1 t. peppermint, 1 t. lemon extract or 1 t. rum flavoring instead of vanilla.

NO-BAKE CHOCOLATE ROLLS

1 egg
1-1/4 c. confectioners sugar
1/2 t. vanilla
4 squares semisweet chocolate
1 c. chopped walnuts
1/2 pkg. miniature marshmallows
Coconut, flaked

Beat egg, add confectioners sugar, butter and vanilla. Melt chocolate over hot water and add to mixture. Add nuts and marshmallows, stir. Make into 3 rolls on coconut sprinkled waxed paper, coating each roll. Refrigerate and slice when cold. Keep cold - do not freeze.

PEANUT BRITTLE

2 c. granulated sugar
1 c. light corn syrup
1/2 c. water
1 c. butter or margarine
2 c. peanuts
1 t. soda

Combine sugar, syrup and water in 3 qt. saucepan and stir till sugar dissolves. When syrup boils, blend in butter. Stir frequently after mixture reaches the syrup stage (230°). Add nuts when the temperature reaches soft crack stage (305°). Remove from heat. Quickly stir in soda, mix thoroughly. Pour onto two cookie sheets. As candy cools, stretch it out thin by lifting and pulling from edges, using two forks. Loosen from pans as soon as possible; turn candy over. Break into pieces.

BUTTERSCOTCH CLUSTERS

Make Puddin' Candy except use 1 pkg. of chocolate pudding and chopped walnuts in place of vanilla pudding and peanuts.

PUDDIN' CANDY CLUSTERS

1 pkg. (3 oz.) vanilla mix
1 c. sugar
1/2 c. evaporated milk
1 T. butter or margarine
1 c. salted peanuts
1/4 t. vanilla

Blend dry pudding mix and sugar in 2 qt. saucepan. Stir in evaporated milk. Add butter. Cook and stir over medium heat and boil gently 3 min., stirring constantly. Remove from heat; stir in peanuts and vanilla. Beat immediately - it will become somewhat dull. Drop by the tablespoonfuls on waxed paper. Yield: 24 clusters.

CHOCOLATE CLUSTERS

Make Puddin' Candy except use 1 pkg. of chocolate pudding and chopped walnuts in place of vanilla pudding and peanuts.

CARAMEL TURTLES

144 small pecan halves (about 1 c.)
36 light caramels
1/2 c. semisweet chocolate pieces,
    melted

Grease cookie sheet. On it arrange pecan pieces, flat side down, in groups of 4. Place one caramel on each cluster of peanuts. Heat in slow oven (325°) till caramels soften, about 4 to 8 min. Remove from oven; with butter spatula, flatten caramel over pecans. Cool slightly; remove from pan to waxed paper. Swirl melted chocolate on top.

VANILLA WAFER TURTLES

Use two cookies for each turtle. Frost underside and attach legs of elbow macaroni. A toothpick doubles for a tail and anchor for head of gumdrop. Frost between two cookies to hold toothpick.

Frosting: Mix one cup confectioners sugar and 1 t. milk until smooth.

CARAMEL CHEWS

Place 36 vanilla caramels and 3 T. light cream in top of a double boiler over simmering water; heat until caramels melt; stir occasionally. Toss together 1 c. corn flakes, 2 c. crisp rice cereal, 1 c. flaked coconut, 1/2 c. chopped walnuts and 1/2 c. raisins. Pour caramel mixture over. Mix thoroughly. With buttered fingers, press rounded tablespoons of mixture lightly into balls. Place on waxed paper. Makes about 4 doz. cookies.

UNBAKED CARAMEL COOKIES

In a large saucepan, combine 2 cups granulated sugar, 3/4 c. butter and 1 6 oz. can evaporated milk. Bring mixture to a running boil, stirring frequently. Remove from heat and add one 4 oz. pkg. instant butterscotch pudding mix and 3-1/2 cups quick cooking rolled oats; mix together thoroughly. Cool 15 minutes; drop dough from teaspoon onto waxed paper. Makes 5 doz. cookies.

CHOCOLATE HAYSTACKS

2 c. granulated sugar
1/3 c. cocoa
1/2 c. milk
1/2 c. butter
3-1/2 c. quick cooking rolled oats
1 c. flaked coconut
1/2 c. chopped walnuts
1/2 t. vanilla
Dash salt

CHOCOLATE HAYSTACKS (Cont.)

In saucepan bring first 4 ingredients to a full boil. Remove from heat. Stir in remaining ingredients. Drop quickly from teaspoon on waxed paper; cool. Makes about 48 cookies.

FUDGE NOUGAT

2 c. sugar
1/2 c. butter
1 c. evaporated milk
3/4 c. flour
1 c. graham cracker crumbs
1 6 oz. pkg. chocolate morsels
1/3 t. vanilla
3/4 c. chopped nuts

In a saucepan combine sugar, butter and milk. Bring to a boil, stirring constantly. Boil for 10 min. or until soft ball stage. Remove from heat; immediately add flour, graham cracker crumbs and chocolate morsels. Stir until chocolate is melted. Add vanilla and nuts. Spread into 8 x 13 in. pan. Sprinkle chopped nuts over top or cool and top with powdered sugar. Cut into squares.

INSTANT LOLLIPOPS

2 pkg. 3 oz. flavored jello
2 T. water
Wooden coffee stirrers

Butter two cookie sheets, place six sticks evenly spaced on each sheet. In small heavy saucepan, combine jello and water. Heat over very low heat, stirring until mixture is melted. Simmer 5 min. Remove from heat and working quickly, drop mixture by tablespoons on top of each stick on cookie sheet. If double batch is made with different flavors of jello, remaining jello can be used to decorate other colored lollipops.

GREEN HOLLY COOKIES

30 large marshmallows
1/4 lb. margarine
1-1/2 t. green food coloring
4 c. cornflakes
Red cinnamon candies

Melt marshmallows and margarine in top of double boiler. When dissolved, add green food coloring. Pour over corn flakes in a large bowl being careful to cover each flake thoroughly but not crushing the flakes. Drop by small clusters on waxed paper, making wreaths, Add red candies to look like holly trims.

CEREAL CHRISTMAS TREES

3 T. butter
32 large marshmallows
1/2 t. vanilla
1/2 t. green food coloring
4 c. Cheerios cereal
Small gumdrops

In large saucepan heat butter and marshmallows over low heat stirring constantly until marshmallows are melted. Remove from heat; stir in vanilla and food color. Fold in cereal until evenly coated.

On waxed paper quickly shape warm mixture with buttered hands into Christmas tree shapes, using about 1/4 c. mixture for each cookie-size tree. For ornaments cut gumdrops into slices and press onto trees.

BAKELESS STRAWBERRY COOKIES

1 can Eagle Brand milk
2 boxes strawberry jello powder
1 lb. coconut

Mix all together and let set in refrigerator 2 hours. Shape into roll

BAKELESS STRAWBERRY COOKIES (Cont.)

and wrap in waxed paper. Cut in small pieces and roll in one box raspberry jello powder. Make in round or strawberry shapes. Make green paper leaves.

CARAMEL FUDGE BALLS

1/2 c. oleo
1/4 t. vanilla and a little salt
4-1/2 c. confectioners sugar
1/2 c. caramel topping
Nuts - chopped

Cream oleo with salt and vanilla. Add sugar and topping alternately and mix well. Shape into balls and roll in nuts.

ELECTRIC SKILLET PEANUT BRITTLE

3 c. sugar
1 c. salted peanuts
1/2 t. soda

Place sugar in electric skillet heated to 400°. Stir until melted and light brown. Turn off heat; stir in peanuts until blended. Stir in soda; pour quickly onto buttered cookie sheet. Cool. Break into pieces.

CARAMEL FUDGE BALLS

1/2 c. oleo
Bit of salt
1/2 c. caramel topping
1/4 t. vanilla
4-1/2 c. confectioners sugar
Nuts, crushed

Cream oleo with salt and vanilla. Add sugar and topping alternately and mix well. Shape into balls and roll in nuts.

RAISIN GRIDDLE COOKIES

3-1/2 c. sifted flour
1 c. sugar
1-1/2 t. baking powder
1 t. salt
1/2 t. baking soda
1 t. nutmeg
1 c. shortening
1 egg
1/2 c. milk
1-1/4 c. raisins

Sift dry ingredients together into bowl. Cut in shortening until mixture is mealy.

Beat egg, add milk and blend. Add egg mixture and raisins to flour mixture. Stir until all the ingredients are moistened and dough holds together.

Roll on lightly floured board to 1/4" thickness. Cut with 2" cookie cutter.

Heat griddle until a few drops of water dance on it. (Do not overheat griddle.) Oil griddle lightly and place cookies on it. As the bottoms brown, the tops become puffy. Then turn and brown on other side. Serve warm.
Variation: To make Lemon Griddle Cookies, omit raisins and add 1 t. grated lemon rind.

TURKEY TRIANGLES

Open an 8 oz. tube of refrigerated Crescent Dinner Rolls and separate them into 8 marked triangles. Place a folded piece of thinly sliced turkey on the wide end of each triangle. Add a dab of butter and roll each triangle up, starting at the wide end. Place on ungreased cookie sheet and bake 10-15 minutes at 375 degrees.

ORANGE CRANBERRY MOLD

Dissolve a 3 oz. pkg. of orange jello in 1 cup of hot water. Add 1/2 cup orange juice and 1 lb. can of whole cranberry sauce. Chill until firm. We make individual molds in 5 oz. paper juice cups.

NO BAKE PEANUT OATMEAL DROPS

Mix 1 cup of sugar, 1/4 cup of butter, 1/3 cup of evaporated milk in saucepan. Bring to rolling boil, boil 3 minutes, stirring frequently. Remove from heat. Stir in 1 cup of peanut butter, 1/2 t. vanilla, 1 cup rolled oats and 1/2 c. Spanish peanuts. Drop by tablespoons onto waxed paper. Let stand until set.

CAUTION: Beware of cooking candy in damp or humid weather. Candy becomes quite thick.

DOUGHNUTS

Open a pkg. of Puffin Buttermilk Biscuits and separate the biscuits. Let them rise a little. Heat cooking oil over medium heat. Push a hole into center of biscuits. Place in cooking oil. Dough should brown quickly and expand about twice its size. Turn. Remove from oil. Place in bag with granulated sugar, sugar & cinnamon or powdered sugar.

GINGERBREAD MEN *

Helen Barker, Inverness, Florida

My kindergarten's tastiest project is the gingerbread men they make and bake themselves. We start by reading the familiar Gingerbread Man, then draw and paint our own. After a few days of dramatization and records, we decide it's time to make a "real" gingerbread man. Each child models his own from clay. No two will look alike but all are perfect gingerbread men.

On baking day, I mix the dough at home but you can do it with your students. The recipe is simple. The dough is easy to work with so the children can take their time modeling their men. We use raisins and M & M's (which melt in your mouth and not in the oven) for eyes, noses and buttons. Place each gingerbread man on the dull side of aluminum foil and print the child's name on the foil since baking may render a cake unrecognizable.

Put the gingerbread men on cookie sheets and bake. If you do not have an oven available at school, perhaps a mother living near the school would bake them for you. The following recipe is enough for 25 gingerbread men.

3/4 cup shortening
3/4 cup sugar
3/4 cup light molasses
3/4 tablespoons vinegar
1 beaten egg
4-1/2 cups flour
3/4 teaspoon salt
3/4 teaspoon soda
3/4 teaspoon cinnamon
3/4 teaspoon ginger (optional)

Mix moist ingredients well. Add dry ingredients. With your hands shape into men. Bake at 375 degrees for 12 to 15 minutes.

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* Taken from: Teacher, December 1972, p. 90.

BUTTER MINTS

3 T. soft butter
1/4 c. whipping cream
1/4 t. salt
1 t. vanilla
2 t. peppermint flavoring
1 lb. powdered sugar

Blend all ingredients and knead till cream or well mixed. Color with food coloring. Form into small balls (1/4 t.) and lay on waxed paper. Make all balls first, then press down with fork. DRY AT LEAST 2 DAYS. Cover with waxed paper to keep clean.

Mr.
Candy
Man

Spelling

NAME ____________________

DATE ____________________

I am very popular.
I am good to eat.
I give you quick energy.
I am made up mostly of sugar
and water.
I can be changed by adding
other ingredients.
I have over 20,000 brothers
and sisters, but there are
only ten main types of us.
The most popular type in my
family is chocolate.
Can you guess who I am???

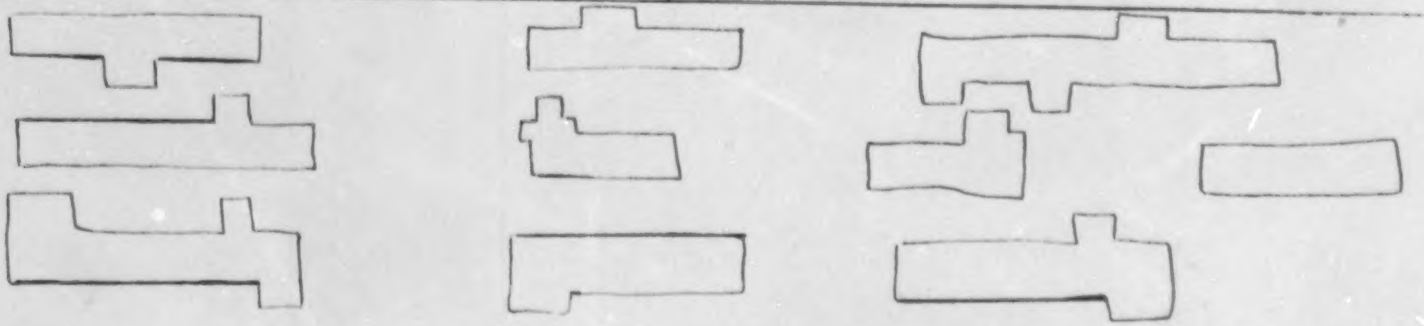
CANDY!!!

Practice your new words

1. popular
2. other
3. sugar
4. made
5. ten
6. eat
7. over
8. family
9. guess
10. candy

Draw a picture of your family making candy

Unscramble these words	Put your words in ABC order
gusra ________	1. ________
vore ________	2. ________
nte ________	3. ________
usesg ________	4. ________
uappolr ________	5. ________
tea ________	6. ________
alyfmi ________	7. ________
teohr ________	8. ________
dcayn ________	9. ________
deam ________	10. ________



Find these words:

boil
butterscotch
candy
chocolate
eat
energy
family
fudge
good
guess
heat
made
mints
other
over
popular
Sucker
sugar
ten
water

B O I L W X E A T Z S O
B U M Q D W D N E H U H
F O T H E R A J N E C H
A C S T N I M C R A K G
M H C R E T A W A T E D
I O R K H R N F L N R D
L C S C G U S K U L D Q
Y O E G D U F C P Q Q Y
L L Y P G G E D O W Z Q
V A M A T V O S P T R J
F T R Y S O Q B S X C Z
T E Q X G E N E R G Y H

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT PLANSHEET

TITLE: ROYAL OAK

GRADE LEVEL: 3-4

GENERAL OVERVIEW: Children will best understand the organization or structure of city government when they focus on their own locality. This unit is designed to appeal to Royal Oak children.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Chamber of Commerce Book on Royal Oak
History of Royal Oak

2. Field Trips:

Field trip to City Hall and/or other buildings run by the City such as a fire station and the library, etc.

3. Human Resources:

Speaker on History of Royal Oak
Police Officers
City Attorney
Superintendent of Royal Oak Schools

4. Activities:

Role playing:
- Acting as various members of city commission
- Acting out various roles of city court
- Acting out role of policeman
- Hands-on activities:
  - Making city model
  - Making jigsaw puzzle of Royal Oak map

UNIT TITLE: ROYAL OAK

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Social Studies	
History and geography of area	Describe boundaries of Royal Oak
	List four important events in the history of Royal Oak
	List five physical changes in the composition of the city in the past fifty years
	List five commercial businesses in Royal Oak
	List four cultural organizations in Royal Oak
	List four voluntary organizations in Royal Oak
	List important buildings in Royal Oak, e.g., Shrine, Zoo, Farmer's Market, Library
Map Skills	Examine city zoning map for evidence of city planning
Language Arts	
Writing reports	Write five important places of employment in Royal Oak
Write letters	Write a letter to the Parks and Recreation Dept. requesting a map locating existing recreational facilities
Make booklet	Make a booklet showing the necessary steps for obtaining a new park

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Make dioramas of Royal Oak in past	
Have student do individual study and research on a large American city	
Select city symbols: (a) bird (b) tree (c) flower	
Make a city model	
Use A.V. material to teach the use of key in reading maps	
Make puzzles from map of Royal Oak	
Have a mock court	
Set up a city commission	
Letter writing	City Hall
Report writing	

UNIT TITLE: ROYAL OAK (Con't)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Math	
Measuring	Measure a city block
	Measure perimeter of a city park and compute the area
	Make a time line of Royal Oak history
Economics	Draw a graph showing how the Royal Oak city tax dollar is spent
Careers	
Servicing	List five services provided by city
	Identify related careers
Managing (a) planning	Devise a plan for providing these services
(b) organizing	Recognize and cite evidence for a specific job in a specific service
(c) controlling	Suggest possible methods of improving a service
Job locations (a) interior (b) exterior	Classify service jobs as indoor or outdoor

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Make a time line of Royal Oak history Pictures of old Royal Oak 1818 first settler 1823 Hubbard settled in area Chase's Corner 1826 first store 1830 first post office 1850 first school 1891 Royal Oak became Village 1921 Royal Oak became a City Beaumont Hospital built in 1960's Our school built Graphs of population growth of Royal Oak 1940 - 25,000 1950 - 46,000 1960 - 80,000 1970 - 86,000	City Hall and city tax report and/or budget
Visit City Hall personnel department	

UNIT TITLE: ROYAL OAK (Con't)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Art	
Combining	List flowers and plants indigenous to Royal Oak
Separating	Construct a unique City flag
Forming	

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Draw an imaginary City flag - have a class contest to select best or most appropriate flag Make a collage of flowers and plants indigenous to Royal Oak	

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

JIGSAW PUZZLE OF ROYAL OAK

II. ACTIVITY FORMAT:

A. Tools and Materials

Piece of tempered masonite	Mod-podge
Royal Oak map	Dremel Saw

B. Human Aides and Resources

It would be wise to have another adult to supervise the use of the dremel saw.

C. Procedures for this activity (with helpful hints)

Use Mod-podge and put map of Royal Oak on masonite, be sure that the surface is evenly glued and smoothed. Allow several days for drying. On the back of the masonite draw intersecting wavy lines - it is wisest to keep the lines fairly simple since it is difficult for the children to saw intricate lines.

NOTE: Maps of Royal Oak are available from the City Hall or School District, City of Royal Oak.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MODEL OF ROYAL OAK

II. ACTIVITY FORMAT:

A. Tools and Materials

4' x 4' plywood
scissors
zoning map of Royal Oak
multiple colored clay
multiple colored poster board

B. Human Aides and Resources

Parents to help

C. Procedures for this activity (with helpful hints)

1. Color key physical features and zoned areas.
2. Form physical features with color keyed poster board.
3. Form zoned areas with clay.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

INTEGRATED TEACHING UNIT PLANSHEET

TITLE: PRODUCING AND RETAILING

GRADE LEVEL: 5-6

GENERAL OVERVIEW: In this Production and Retailing section, many units have been integrated as a tentative guide for ideas. Throughout the unit run the following themes: economics, incorporation and operation of a company and product production, utilization and disposal.

TEACHING/LEARNING RESOURCES:

1. Reference materials:

Books:
The Social Sciences Concepts and Values, Harcourt Brace Javonovich, Inc.: n.t. 1970
Elementary School Math Book 6, Addison Wesley Publishing Company, 1971
Books on industry, banking, economics
Career Opportunities, American Association of Ad Agencies, Inc., 200 Park Avenue, New York, N. Y. 10017

Films:
ABC's of Hand Tools, Part I and II
Our Productive Resources
The Assembly Line in Modern Technology
History of Money

Filmstrips:
What One Half Means
Measuring How Long
Introducing Economics Series
Andy and Bank Series
What is Automation

Cards:
Tax exemption
Social Security

2. Field Trips:

Cranbrook Science Room

Ford Motor Company - Wixom plant
Wayne Oakland Bank
Burger King
W. T. Grant
Lumber scrap yard
Apple Orchard
Bakery
S.E.O.V.E.C.
Swift Premium Company
Royal Oak Waste Paper and Metal Company

3. Human Resources:

Advertising Consultant
Carpenter
Accountant
Small businessman
Salesman
Secretary
Payroll clerk
Banker or credit union manager
Representative from Department of Weights and Measures
Sales representative from Swift Premium Advertising Company
Art teacher
Manager from W. T. Grant
Public Relations Representative

4. Activities:

Role Playing:

- Brainstorming for responsibilities
- Select jobs
- Produce booklets on an assembly line
- Manager
- Interviewers
- Workers
- Secretaries
- Supply Clerk
- Banker and Accountant
- Tax collector
- Insurance agent
- Medical Personnel
- Paymaster

Activities:

- Apply for Job

Automobile Mass Production
Bag Holder
Booklets produced via assembly line
Boomerang Puzzle
Bulletin Board of Jobs
Collection and Unloading of Paper at Scrap Yard
Construct Wooden Book Holders
Construct Wooden Book Shelves
Develop Sales Vocabulary
File Boxes
Geoboards
Keeping Up Territory Sales Maps
Making a Slide-Tape Presentation for Parents
Newspaper Collection
Payday
Selling Door to Door
Silk Screening of Pennants, Banners and Cushions
Tic Tac Toe Board
UNICEF Activities
Work Study Program at Grant's

UNIT TITLE: PRODUCING AND RETAILING

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Social Science	
Economics	Discuss critically the U. S. economic system including taxes, insurance, salaries, welfare and cost
	Identify the variables in the costs of production (raw materials, labor, property, equipment)
	Identify the variables in the costs of distribution and market demands
	Compare and contrast the costs involved in a handmade product versus one quantity produced
	Identify the variables that affect the cost when there is an over-supply of a product
	Estimate number of purchases which can be made with money available
History	Propose and defend reasons for individual construction and assembly line production with regard to the Industrial Revolution
Sociology	Propose reasons and defend them why the whole group will benefit from project even though some members do not help or participate

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Group Discussion	Payroll clerk Banker or credit union manager
	Small businessman
	Small businessman
	Sales representative of company
Role play individual craftsmen and assembly line workers	
Conduct a paper drive	

UNIT TITLE: PRODUCING AND RETAILING (Con't)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Math	
Cost-profit	Identify costs and compute profit for products made
Measurement	Measure the product and estimate the materials necessary for the product to be made
	Compare measures of bushel, one-half bushel, peck, pound in the apple business
Banking	Devise and apply methods of banking and accounting as they relate to a classroom company
Division	Compute amount of money which must be taken in each week in order to reach desired goal for the year
Graphing	Make a bar graph to keep track of weekly totals of money taken in
Percent	Compute the depreciation of the buildings and equipment used to make a product over a given period of time
Payroll	Construct payroll plan by which company employees will be paid

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
	Small businessman accountant
Role play a supply clerk	
Set up classroom company	Banker, credit union manager
Conduct a paper drive	Accountant
Conduct a paper drive	Accountant
Role play insurance agents	
Set up a classroom company	Accountant, payroll clerk

UNIT TITLE: PRODUCING AND RETAILING (Con't)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Science	
Change (chemical & physical)	Discuss the chemical and physical changes which may occur in the process of making a finished product from a raw material
Machines	Identify and recognize and discuss the application of the 6 basic machines (lever, screw, wheel and axle, wedge, pulley, inclined plane)
Language Arts	
Writing and Speaking	Write ads to advertise products Write a sales promotion speech Write orders for products to be made Speak to groups to advertise products

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Baking, construction activities	
Conduct an advertising campaign	Advertising consultants Public relations representative

UNIT TITLE: PRODUCING AND RETAILING (Con't)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Art	
Design	Design and make posters for the purpose of advertising products
Lettering	Make appropriate lettering for needed projects
Graphic Communication	Manipulate apparatus needed in the process of silk-screening
Careers	
People and their job roles:	
Reasons Functions Locations	Identify, describe and apply the duties and responsibilities of the managing, financing and production personnel necessary to run a company
Managing	
Planning and Organizing	Gather data, manipulate ideas, organize data and apply findings in the formation of a company
Producing	
Purchasing Materials	Differentiate among materials so as to purchase the most appropriate ones for product produced
Processing	Apply methods of forming, separating and combining where necessary to produce desired product

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Conduct an advertising campaign	Art teacher Advertising consultant
Form a classroom company	
Form a classroom company	
Baking, constructing activities	Carpenter Small businessman Representative from Dept. of Weights and Measures

UNIT TITLE: PRODUCING AND RETAILING (Con't)

CONCEPTS	BEHAVIORAL OBJECTIVES
	As a result of this unit, each child will be able to:
Careers (Continued)	
Packaging	Prepare packaging materials for products manufactured
Servicing	Do the following, as it relates to the product: a) distribute b) advertise c) sell d) repair
Personnel	
Interviewing	Identify personal qualifications relative to a particular job
Training	Identify needed background for a particular job
Working Conditions	Compare and contrast the economic rewards, physical environments and social environments of various jobs

METHOD OF IMPLEMENTATION	RESOURCE PEOPLE & MATERIALS
Form a classroom company	
Conduct interviewing sessions	Small businessman Secretaries, or people from various career fields

APPLICATION BLANK ROOM 22

1. Name ______________________________

2. Age ______________

3. Address ______________________________

4. Phone ______________

5. What jobs would you like to do? Choose three.

PAYMASTER (1)
INSURANCE AGENT (1)
TAX COLLECTOR (1)
WELFARE AGENT (1)
SECRETARIES (2)
INSPECTORS SUPERVISOR OR FOREMAN (2)
CUSTODIAN (1)
NURSE (1)
SUPPLY CLERKS (2)
MANUAL LABORERS

6. Put this list of words into alphabetical order and number them. Copy the list in your best handwriting.

choose
water
green
sticks
pizza
write
automobile
survey
glue
car
agent
please

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

7. List five people in your room that you would obey if they are chosen to be your boss.

1.
2.
3.
4.
5.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PERSONNEL INTERVIEWING BY SPEECH STUDENTS

II. ACTIVITY FORMAT:

A. Tools and Materials

career reference materials
typewriter
ditto masters
mimeograph machine
tape recorder

B. Human Aides and Resources

Speech therapist
Teacher's Aide
Secretary (verbal instructions)

C. Procedures for this activity (with helpful hints)

1. Researched information on job requirements. Worked up job descriptions
2. Decided on information needed for decisions
3. Prepared application blank and interview form (sample attached)
4. After instruction by secretary and teacher's aide, typed masters and ran off application blanks and interview forms
5. Discussed interview techniques and ethics
6. Practiced with tape recorder
7. Explained application and interview procedures to class
8. Interviewed, discussed results and made job recommendations
9. Formed cadre to continue interviewing as replacements are needed
10. Reviewed tapes of interviews to analyze speech performance

INTERVIEW FORM

1. Do you like math?
2. Are you well organized?
3. Are you good at math?
4. Could you handle money without making mistakes?
5. Are you interested in medicine?
6. Do you get upset when you see blood?
7. Do you feel sorry for people when they are hurt or in trouble?
8. What kind of work do you like best?
9. What are your hobbies?
10. What qualifications do you think an executive should have?

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PAYDAY

II. ACTIVITY FORMAT:

A. Tools and Materials

mimeo machine (duplicator)
pencils
green paper for money
posters for payroll and deduction counters
master (duplicator) for money design
bank (safe, box, etc.)
payroll time voucher

B. Students involved:

1 collector and 1 secretary for each counter involved on payday (wages, insurance, welfare, taxes, personal & group deductions)

C. Procedures for this activity (with helpful hints)

1. Determine days worked
2. Bi-weekly pay distributed
3. Deductions taken out
4. Money kept or banked
5. Classroom materials and bills (electric, heat) paid for

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PAYDAY

II. ACTIVITY FORMAT:

A. Tools and Materials

fake money
signs for payroll personnel
desks for payroll personnel

B. Human Aides and Resources

Royal Oak Payroll personnel

C. Procedures for this activity (with helpful hints)

Invite guest speakers to the classroom to discuss payday procedures, taxes, insurance and other deductions and why they are paid. Brainstorm with the class about amount of wages, bonuses and deductions they would like to employ in their payday. Through interviewing, employ certain classmates as payday personnel. Set up classroom in feasible manner, denoting each station as "wages," "insurance," "deductions," "taxes," etc. Have students compute their gross wages, personnel employees compute deductions from pay, and banker handle change. Proceed to pay out and collect wages and deductions. Use net pay in classroom later to purchase classroom materials, etc.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SALESMAN OR DISTRICT MANAGER

II. ACTIVITY FORMAT:

A. Tools and Materials

None

B. Human Aides and Resources

None

C. Procedures for this activity (with helpful hints)

1. Each group met as a territory
2. Criteria to be a manager:
    a) Have sold door to door
    b) Volunteer to apply for job
3. Each volunteer had one minute to prepare WHY he would make a good manager
4. Each presented their talk
5. Election was held

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

DISTRICT MANAGERS - JOB

II. ACTIVITY FORMAT:

A. Tools and Materials

Ledger for each salesman

B. Human Aides and Resources

None

C. Procedures for this activity (with helpful hints)

1. Each district manager set up books
   - a) Listed each salesman
   - b) Number of candy bars taken
   - c) Many brought in daily
   - d) Help to project future ordering
2. Checks to see that salesmen stayed in own territory

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SALES TALKS

II. ACTIVITY FORMAT:

A. Tools and Materials

candy bars we sold

B. Human Aides and Resources

Salesman

C. Procedures for this activity (with helpful hints)

1. Points salesman brought out:
   - a) Always apologize for bothering them first
   - b) Briefly state your purpose
   - c) Would you like to buy two for $2.00 or one for 50 cents?
   - d) Be sure to SMILE
2. Role playing with several students developing their sales talks
3. He bought from each student that tried - told them to always "know your product" - so we sampled the candy - they were more enthusiastic

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SALES TERRITORY AND SALESMAN

II. ACTIVITY FORMAT:

A. Tools and Materials

city maps that show house numbers
map tacks (3 colors)
individual territory log

B. Procedures for this activity (with helpful hints)

1. Three territories were set up
2. Each student lives in their territory
3. Each given own sales log (see attached sheet A)
4. Salesmen each put their own tacks on territory map
   - a) Red sales
   - b) White order
   - c) Black - no sales
5. Took future orders
6. Projected future sales to determine ordering second

SALES TERRITORY SHEET

EMERSON ENTERPRISES

Candy Division

District ____________________ Manager ____________________________

Sales Representative ____

Territory (street) ____

House Numbers	Date	Sales ($)	No Contact	Order
*Each was listed before given out				
TOTAL				

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

DEVELOP SALES VOCABULARY

II. ACTIVITY FORMAT:

A. Tools and Materials

None

B. Human Aides and Resources

None

C. Procedures for this activity (with helpful hints)

The following vocabulary was developed first through group discussion:

Enterprise
Sales log
Territories
Sales representatives
District Managers
Persuasive
Sales projection
Accounts
Graphs
Sales talks

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

WORK-STUDY PROGRAM AT W. T. GRANT

II. ACTIVITY FORMAT:

A. Tools and Materials

store
manual from W. T. Grant

B. Human Aides and Resources

Manager of W. T. Grant
Personnel at W. T. Grant
Learning Resource Teacher

C. Procedures for this activity (with helpful hints)

1. Study background information about store including jobs involved and services performed
2. Invite manager over to the classroom to talk with students about store and jobs
3. Have students choose what job they would like to have at the store
4. Make name tags for each student
5. Go to store, work at designated jobs, with actual worker from store from 9:00 a.m. to 12:30 p.m.
6. Discuss, once back at school, just what each student did; pros and cons of each job

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING A SLIDE-TAPE PRESENTATION FOR PARENTS

II. ACTIVITY FORMAT:

A. Tools and Materials

tape recorder
written material
slides
projector
screen

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

1. Have students view all slides taken from trip to W. T. Grant
2. Let them each pick a designated number of slides to explain, through writing
3. Write description of slide
4. Practice reading description, slowly and distinctly
5. Tape students' descriptions to go along with slides
6. Time slides and tape to go together
7. Present program to parents

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING APPLE PIE

II. ACTIVITY FORMAT:

A. Tools and Materials
(Approx. size of class - 15)

15 cups sifted flour
4, 5 tsp. salt
4 cups shortening
24 tbsp. water
2 cups white sugar
3 tsp. cinnamon
20 cups apples
  (sliced thin)
3 cups brown sugar
1-1/3 cups butter

Measuring cups
Rolling pins
Mixing bowls
Pastry blender
Pie pans
Paring knives
Forks
Measuring spoons
Clean up materials

B. Human Aides and Resources

College students, older students or parents

C. Procedures for this activity (with helpful hints)

This activity is in two parts. First, students are placed in assembly line stations and do various duties they are responsible for. Next students take individual ingredients back to their seats and complete their pie.

> Before all activity starts, areas and people involved should be inspected for CLEANLINESS.

Stations on assembly line:

WORK AREA I

1. Apple peelers - several
2. Apple corers - several
3. Apple slicers - several
4. Apple mixers - several

WORK AREA II

1. Pie crust makers - several
2. Pie crust rollers - several

3. Dough cutters - several
4. Pie Pan Fitters - several

Routine:

Apples are cleaned, peeled, cored, and sliced, then placed in containers where an apple mixer mixes necessary ingredients with the apples to make the appropriate pie filling. In a different area the piecrust is made, rolled and fitted into pie pans. At the completion of both work areas, individual students take necessary ingredients from each area and produce their own pie.

WORK AREA I - Apple Mixer's Directions:

Mix in bowl the following ingredients:

2 cups white sugar
3 tsp. cinnamon
1/2 tsp. salt
20 cups thin apple slices

Mix in separate bowl:

3 cups brown sugar
3 cups sifted flour
1-1/3 cups butter

WORK AREA II - Pie Crust Makers' Directions:

12 cups sifted flour
4 tsp. salt
4 cups shortening
24 tbsp. water

Note: This is a large quantity. More would be gained by using smaller recipe and several mixings to allow uniform mixture of ingredients and a more easily mixable dough.

Mix flour, salt and shortening together with pastry blender until mixture holds firmly together. Add water, stirring mixture into a ball, making sure flour is moistened. Divide dough into 5 parts. Roll out dough 2 inches larger than pie plate; fit in pan. Fold up extended 2 inches of pie crust to edge of pan; flute between thumbs and forefingers. Prick crust with fork.

Individual students will then place mixed apples in pie shell, take the blended brown sugar, flour and butter, and sprinkle lightly over the apples. The student has a choice of topping pie with more crust or the brown sugar, flour and butter. The pie will be baked for 35 minutes at 400 degrees.

All left-over ingredients will be frozen and used at a later date to demonstrate how freezing is used to preserve foods.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BAKING PIZZA (For about 8 people)

II. ACTIVITY FORMAT:

A. Tools and Materials

1 envelope dry yeast
2 T. warm water
1 c. boiling water
1 T. shortening
1 t. salt
1/2 t. sugar
3 c. presifted flour
8 oz. shredded pizza cheese

1-1/2 c. drained canned tomatoes
1/2 c. chopped onions
1/2 t. basil
1/2 t. oregano
pepper
1/2 c. spaghetti sauce
1/2 c. sliced pepperoni

B. Procedures for this activity (with helpful hints)

1. Preheat oven to 425 degrees F. Grease pizza pan.
2. Soften yeast in warm water in small bowl. Let stand 5 minutes. Stir till dissolved.
3. Pour boiling water over shortening in bowl. Add salt and sugar. Stir until smooth. Cool to lukewarm. Stir in yeast.
4. Gradually add flour beating well to soft dough. Knead on lightly floured board until smooth. Stretch and pull to fit pan. Let rise in warm place for 15 minutes. Sprinkle on cheese. Top with tomatoes. Sprinkle with onions, basil, oregano and pepper. Spread on spaghetti sauce and pepperoni.
5. Bake in preheated oven for 25 minutes or until crust is golden brown. Cut into wedges.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING RULERS

II. ACTIVITY FORMAT:

A. Tools and Materials

saw - straight edge
standard unit of measure
miter box
drill
wood
sandpaper
paint
varnish
paint brushes
magic marker - fine line

B. Students involved:

9 in each line - 3 lines

C. Procedures for this activity (with helpful hints)

1. Make pattern (sample ruler)
2. Cut wood to length (1 ft. 36 in., etc.)
3. Using template (pattern) encircle marks on raw wood
4. Drill 1/8" hole at 1" mark in center of ruler
5. Lightly sand wood
6. Place numbers by appropriate marks, use fine line magic marker
7. Varnish and hang to dry

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TIC - TAC - TOE GAME

II. ACTIVITY FORMAT:

A. Tools and Materials

saw
ruler
power drill
special drills
sandpaper
marbles
1x6 #2 W.P.

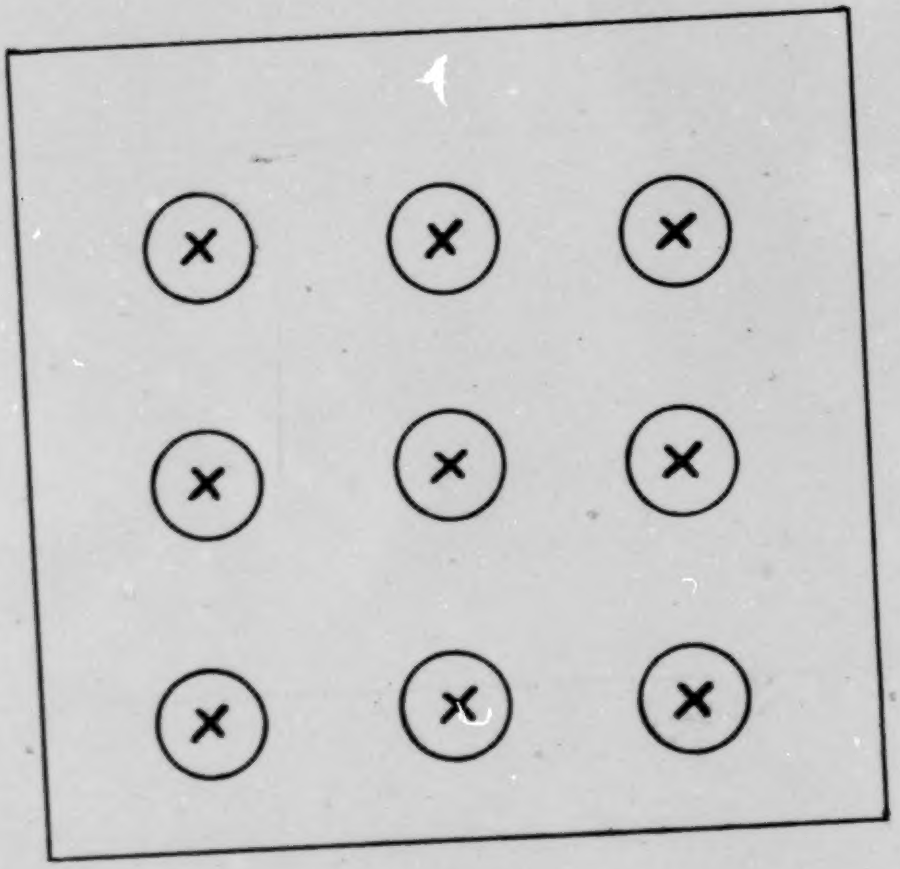
B. Human Aides and Resources

Parents

C. Procedures for this activity (with helpful hints)

Draw a square. Cut board with saw. Trace holes with a pattern. Drill holes. Sand and finish.

TIC - TAC - TOE PATTERN



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SILK SCREENING OF PENNANTS, BANNERS AND CUSHIONS

II. ACTIVITY FORMAT:

A. Tools and Materials

wrapping paper
1 x 2" wood
nails
saws, hammers
hinges
T-square
thread, needles
foam
organdy
scissors
yardsticks
brayers
ink
material - felt
broadcloth
sewing machine
screwdrivers

B. Human Aides and Resources

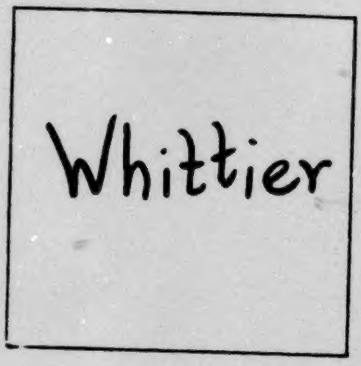
College students
Parents
Art teacher
Professional artist

C. Procedures for this activity (with helpful hints)

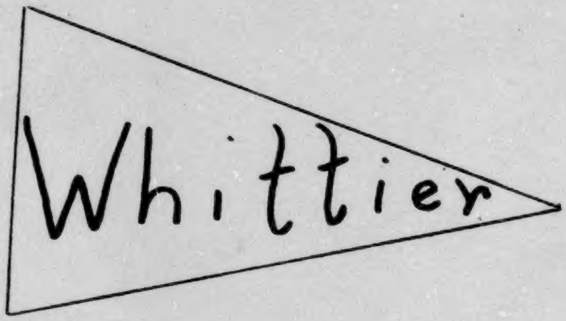
1. Each child submit design, analysis and selection of design
2. Make frames stretch and attach organdy (this does not work for large screens)
3. Hinge screens to table
4. Measure and cut fabric, print
5. Sew cushions together, insert foam, hand stitch fourth edge. Attach streamers to pennants and banners
6. Package and deliver finished product
7. Collect money

PRODUCTION AND RETAILING

SILK SCREENING PATTERNS

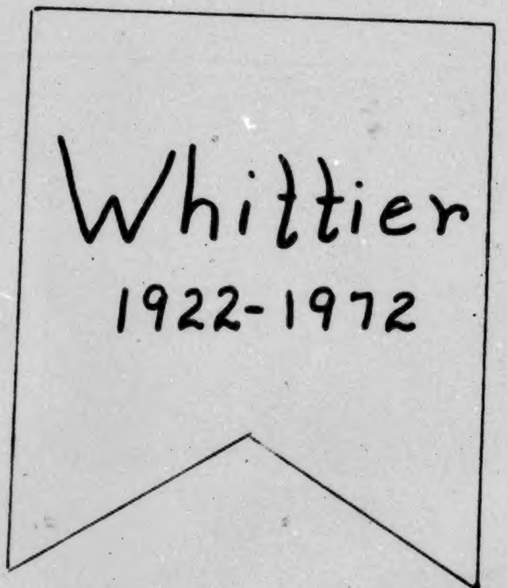


CUSHION 12'' 12''



PENNANT

12'' 28''


Whittier
1922-1972

BANNER

18'' 24''

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKE "BOOMERANG" GAME

II. ACTIVITY FORMAT:

A. Tools and Materials

sabre saw
shaper
power drill and kits
sandpaper
stain and varnish
marbles
1 x 2 white pine #2

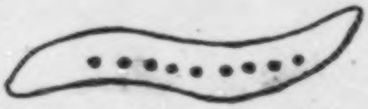
B. Human Aides and Resources

Parents to help supervise use of power tools

C. Procedures for this activity (with helpful hints)

Draw pattern (see attached). Trace pattern on wood and punch holes for drilling. Cut wood with sabre saw. Drill holes. Use shaper to smooth out rough cutting. Sandpaper till smooth. Stain varnish. Put finished product plus 8 marbles into "baggy." (Marbles: 4 red, 4 blue)

BOOMERANG PUZZLE

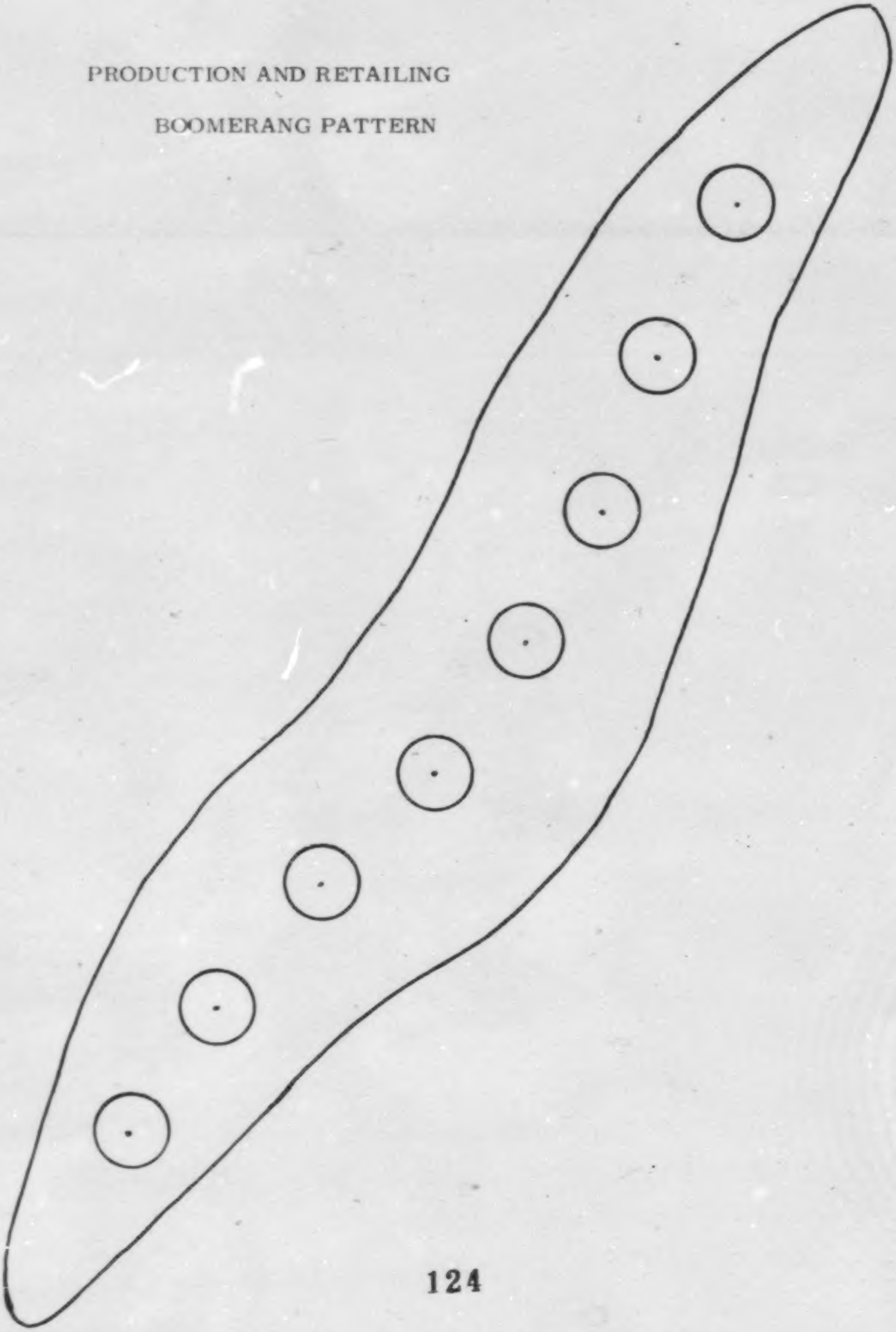


To set up this puzzle, put the marbles in the cups, all of one color on one side and all of the other color on the other side, leaving the center cup vacant.

The purpose of the puzzle is to move or jump the marbles to the opposite sides, one at a time, without moving any piece backwards. Moving or jumping is similar to checkers.

PRODUCTION AND RETAILING

BOOMERANG PATTERN



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ASSEMBLY LINE - MAKING GEOBOARDS GAME

II. ACTIVITY FORMAT:

A. Tools and Materials

hammers
saws
C clamps
sanding blocks
plywood

3/4" 17 finishing nails
4 cans spray paint
3/4" graph paper
masking tape
newspapers (to cover tables for painting)

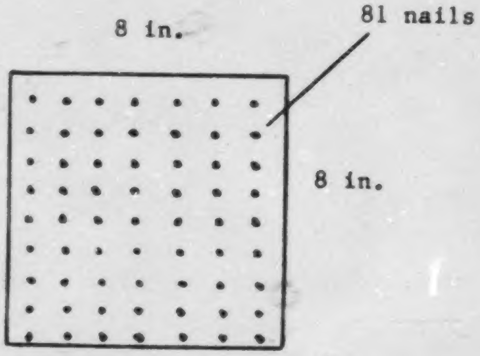
B. Students involved

2 - carpenters
5 - sanders
2 - cutters
2 - tapers
10 - hammerers

2 - remove papers
2 - painters
4 - inspectors
1 - foreman

C. Procedures for this activity (with helpful hints)

1. Cut pieces of plywood into 8 in. square
2. Sand pieces of wood
3. Cut graph paper to fit square of wood
4. Tape graph paper to wood square
5. Hammer nails at intersection of points on graph paper (81 per 8 in. sq.)
6. Remove graph paper
7. Spray paint each geoboard



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CONSTRUCTING WOODEN BOOK HOLDERS

II. ACTIVITY FORMAT:

A. Tools and Materials

saws (dremel, coping, crosscut)
vises and clamps (bench)
two 8" x 8" plywood (to 1/2" thick)
sandpaper blocks
stain for wood
varnish or shellac
sandpaper
wood files

B. Human Aides and Resources

Teacher's aide
Learning Resource Teacher
(Parents and carpenters also suitable)

C. Procedures for this activity (with helpful hints)

1. Cut 8" x 8" plywood squares from sheet. Dremel saw will cut to 1/2" thickness. Otherwise, coping or crosscut saws required.
2. Outline form of book holders onto plywood squares with pencil or crayon.
3. With thin blade in dremel saw or with coping saw, cut pattern of book holders from square.
4. File edges of book holders with wood file if edges are rough.
5. Sand book holders smooth with grain: with coarse or medium and fine (to finish) sandpaper (coarse or medium determined by how rough wood is).
6. Stain or prime book holders. Let dry.
7. Shellac, paint or varnish book holders. Let dry.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CONSTRUCTING WOODEN BOOK SHELVES

II. ACTIVITY FORMAT:

A. Tools and Materials

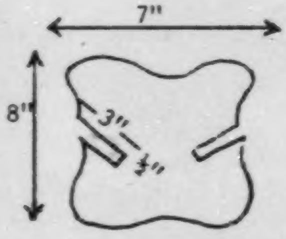
saws (coping, crosscut, dremel)
vises and clamps (bench)
two 8" x 7" plywood (to 1/2" thick)
sandpaper blocks
sandpaper
wood stain
varnish or shellac
wood files

B. Human Aides and Resources

Teacher Aides
Learning Resource Person (carpenters, parents also suitable)

C. Procedures for this activity (with helpful hints)

1. Cut 7" x 8" plywood squares from sheet. Dremel saw will cut to 1/2" thickness. Otherwise, coping or crosscut saws desirable.
2. Outline pattern of book shelves on plywood squares with pencil.
3. With thin blade in dremel saw or with coping saw, cut pattern from plywood squares.
4. File edges of book holders if rough with wood file.
5. Sand book holders with grain until very smooth - begin with coarse or medium sandpaper (depending on how rough wood is). Finish with fine sandpaper.
6. Stain or prime book shelves. Let dry.
7. Paint, shellac or varnish book shelves. Let dry.
8. Cut 8" x 3" x 1/2" (two) boards of plywood. Sand, prime and paint. Let dry.
9. Insert wood boards into slots of pattern.



HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

MAKING FILE BOXES

II. ACTIVITY FORMAT:

A. Tools and Materials

boxes
cards
Exacto knives
tape
glue

B. Human Aides and Resources

School secretary
Parents
Custodian

C. Procedures for this activity (with helpful hints)

1. Each was to make or find something to use as a box for cards
2. Cut down kleenex boxes, school boxes, etc.

AUTOMOBILE MASS PRODUCTION

Parts List Per Car (Multiply number of parts of length of wood to determine total material needed per class)

4 Wheels
*2 Coathanger wire, 4-1/2"
4 1/2" Staples
*1 Pine, 3/4" x 1-1/2" x 8"
*1 Pine, 3/4" x 3-1/2" x 8"
4 Brads, 1"
4 1/8" I.D. - 3/8" O.D. Steel Washers

*Denotes pieces

(1) Cut 3-1/2" wide floor board to 8" length
(2) Mark axle lines 1" from end of floor board
(3) Cut 3/4" x 1-1/2" blocks to 3-1/2" lengths
(4) Nail hood to base (2 nails)
(5) Nail cab to base (from bottom)
(6) Nail staples to the bottom of the floor boards
(7) Sand front of truck
(8) Sand sides of truck
(9) Inspect
(10) Attach wheels and axle to staples (use 2 washers)
(11) Cut axles to 4-1/2" lengths
(12) Attach one (1) wheel to axle
(13) Inspect wheel alignment
(14) Attach headlights
(15) Final inspection

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

ASSEMBLY LINE PRODUCTION OF BOOKLETS

II. ACTIVITY FORMAT:

A. Tools and Materials

construction paper
writing paper
rulers
needles
tape
glue
scissors
thread

B. Human Aides and Resources

Two parents

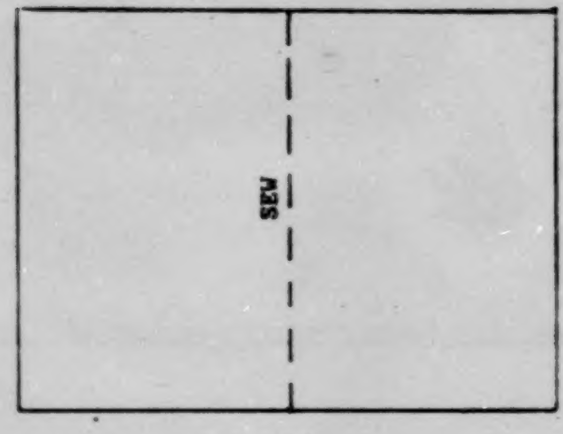
C. Procedures for this activity (with helpful hints)

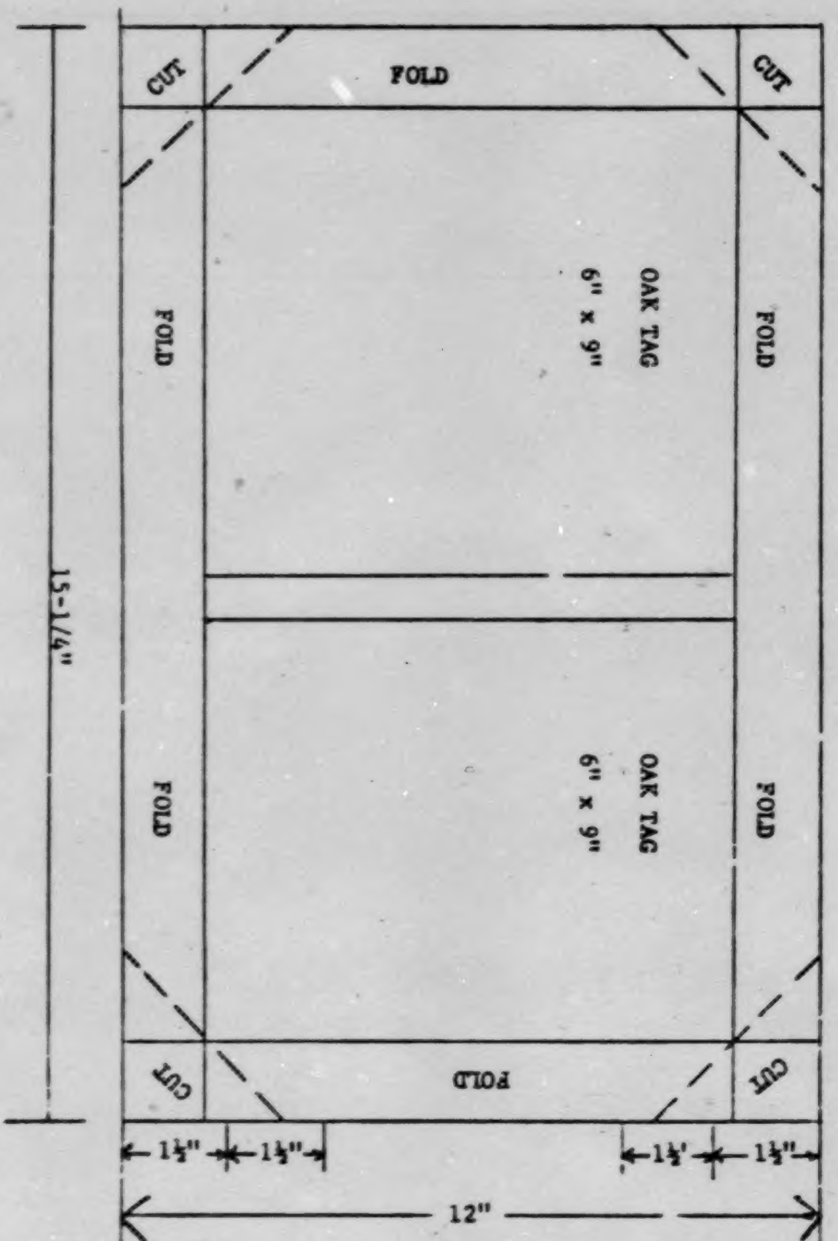
1. Lay out construction paper to desired dimensions (see drawing)
2. Cut off excess paper and fold
3. Count out the desired number of writing paper and background paper
4. Sew writing paper together
5. Place oak tag into folded portions of construction paper
6. Tape oak tag
7. Glue writing paper onto oak tag

Student jobs:

1. Layout
2. Cutters and folders
3. Oak tag cutters
4. Paper counters
5. Sewers
6. Tape oak in booklets
7. Final assembly

WRITING PAPER
8-1/2x11"




CUT
FOLD
CUT
FOLD
OAK TAG
6" x 9"
FOLD
FOLD
OAK TAG
6" x 9"
FOLD
15-1/4"
CUT
FOLD
CUT
1½"
1½"
1½'
1½"
12"

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

BULLETIN BOARD OF "JOBS"

II. ACTIVITY FORMAT:

A. Tools and Materials

magazines
newspapers

B. Human Aides and Resources

Parents

C. Procedures for this activity (with helpful hints)

1. Youngsters brought pictures, articles, etc. from home
2. Group classified these as to products or services
3. Group classified these then as to type - sports, etc.
4. Group arranged a bulletin board

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

COLLECTING LABELS FROM COMMERCIAL PRODUCTS FOR UNICEF FUND

II. ACTIVITY FORMAT:

A. Tools and Materials

boxes for each product to put labels in

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

1. Each student was a member of a label group
2. As labels were brought in, they were counted and put in individual boxes
3. Thermometers in hall, indicating progress, were kept up daily
4. End of project, all labels were boxed, tallied and sent to UNICEF

LABELS USED:

1. Clark Gum
2. Royal Pudding
3. Swift Premium Franks
4. Welch's Jelly
5. Willy Wonka Candies
6. Cap't Crunch
7. Kool-Aid

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

FORMING A COMPANY AND SETTING UP SIMPLE BOOKKEEPING ACCOUNTS FOR UNICEF LUNCH

II. ACTIVITY FORMAT:

A. Tools and Materials

large notebook
notebook paper
rulers

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

1. Set up UNICEF Lunch Co. with officers
    - a) president
    - b) secretary
    - c) treasurer
2. Subsidiary Companies
    - a) Hot Dog Co.
    - b) Sandwich Co.
    - c) Chips Co.
    - d) Milk Co.
    - e) Kool-Aid Co.
    - f) Jello Co.
    - g) Pudding Co.
    - h) Apple Co.
    - i) Candy Co.

    (these companies represent what was served at lunch)
3. Simple accounts were set up. Money for each company was computed by the number of orders, i.e., 200 hot dogs at 15 cents equals $30.00. All expenses were deducted and profits were sent to UNICEF.
4. UNICEF Lunch Co. wrote all checks for each company and kept master books.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SHOPPING FOR UNICEF LUNCH

II. ACTIVITY FORMAT:

A. Tools and Materials

shopping list
checks to pay for food
permission slip to go at any time during school hours

B. Human Aides and Resources

Teacher to drive

C. Procedures for this activity (with helpful hints)

1. Each company met and compiled their shopping lists
2. Teacher took each company on one day to shop
3. President or treasurer of Lunch Co. had to go to write check each time

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

SELECTING MENU AND TAKING ORDERS FOR UNICEF LUNCH

II. ACTIVITY FORMAT:

A. Tools and Materials

stencils
3 colors of ditto paper

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

1. Selecting well balanced menu, fair prices for each item, type up stencil and run off on 3 colors (each color represented each of 3 days lunch was served).
2. Collecting orders and money. Each was checked to see if order and money was correct.
3. Compile individual orders for each company for each day.

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

COOKING UNICEF LUNCH

II. ACTIVITY FORMAT:

A. Tools and Materials

school kitchen
daily menu amounts to prepare

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

1. Set up on wall, sheets with amounts needed, i.e., 40 hot dogs, 10 sandwiches, 15 chips
2. Jello group was always first because of time needed to set
3. Pudding group made instant pudding
4. Sandwich Co. made peanut butter and jelly sandwiches
5. Make up 3 kinds of Kool-Aid
6. Apples were washed
7. Chips were put in individual bags
8. Hot dogs were cooked just before lunch time

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

PRODUCTION LINE FOR UNICEF LUNCH

II. ACTIVITY FORMAT:

A. Tools and Materials

long tables (5) covered with white butcher paper in gym by kitchen
lunch tables in gym
waste paper baskets
trays from Kimball

B. Human Aides and Resources

Extra adults to supervise hot dog cooking

C. Procedures for this activity (with helpful hints)

1. Tables set up
2. Chart for each person's job for the day. (For example: one person would serve one day, act as waitress second day, and third clean-up)
3. Set up food in order of menu backwards (starting with desserts and ending with hot dogs to keep them hot)
4. Classes were given back their order and brought to line
5. Order and tray followed down line and food put on
6. End of line, order was checked and waitress took tray to seat

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

CLEAN-UP FOR UNICEF LUNCH

II. ACTIVITY FORMAT:

A. Tools and Materials

sponges
pails of water
mop

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

1. As this was to be like a restaurant, students just left their tables when finished
2. Food was put away first
3. Tables were washed and put away

HANDS ON ACTIVITY (STUDENT PERFORMED)

I. NAME OF ACTIVITY

TRICK OR TREAT FOR UNICEF

II. ACTIVITY FORMAT:

A. Tools and Materials

UNICEF boxes
money rolls from bank

B. Human Aides and Resources

Teacher

C. Procedures for this activity (with helpful hints)

1. A tentative order was taken for each room to the number of boxes needed
2. Obtained boxes from local supplier (Bloomfield Hills Volunteer)
3. Boxes handed out on Halloween (lists with names were kept for each room)
4. Collection of boxes the next few days
5. Counting and rolling up money for banking

III. RESULTS OF THIS ACTIVITY

More money was collected this year than ever before and the class fel. it was because of the successful lunch.

SUMMARY OF UNIT RESULTS

Teacher's Name____________________ School________________ Date________

Title of Unit________________________ Duration of Unit__________________

Number of Students Participating____________ Grade Level_________________

EVALUATION

1. Were both objectives reachable?
   If not, changes needed____

2. Were materials readily obtainable?_____________________________

3. Were components suitable for grade level?

   field trips____

   resource people (role models)___________________________________

   activities____

   A-V material____

4. What changes would you make if you did this unit again?_________________

PARENT AND COMMUNITY INVOLVEMENT

Vital parts of an Integrated Teaching Unit include parental involvement, community resources and field trips. The involvement of parents and community in the educational process is one of the expressed purposes of Project "LET". Parents play a major role in career development and are often the primary source of occupational information to a child. This suggests the importance of including parents in occupational programs. Goal number 5 of the Michigan Department of Education states: "Parental participation: Michigan education must develop effective means for involving parents in the educational development of their children and encouraging them to meet their responsibilities."

A letter explaining the purposes of Project "LET" was sent to the parents at the beginning of the school year. Included was a resource questionnaire which encouraged parents to share their occupations by visiting the classroom. Those parents who had hobbies, talents, or time to assist in classroom activities were also listed for future contact.

The responsibility for making the contacts may be shared by the classroom teacher, a parent representative, and the project coordinator. Each teacher should have access to the compiled list of potential sources.

When a teacher has contacted a resource person (directly or indirectly), that person should be sent a list of suggested questions or an outline of material the teacher thinks would be appropriate. A communication confirming time, date and types of presentation should be sent to the resource person, teacher (if teacher did not make contact), and principal. A follow-up letter of thanks may be sent to the resource person by the classroom teacher and/or students.

SUGGESTED TOPICS FOR DISCUSSION OF GUEST SPEAKERS

1. Why do you work?
2. What do you do?
3. Where do you work?
4. Do you use tools? If so, what kind?
5. Do you need to wear a particular kind of clothing for your work?
6. What kind of training does your job require? On job and/or off job training?
7. What do you like about your job?
8. What are the chances for advancement?
9. Are there disadvantages about your job?
10. Why is your job important to: families, schools, communities, cities, states and nation?
11. How does your job help me and others?

Field trips enable the child to see and dialogue with people working, the type of work they do, the tools they use, working environment, and the product or service involved.

A sample list of community resources might include the following:

- Buildings: museums, libraries, offices, retail stores, shopping centers, old homes, city and township government offices, arts and crafts studios, factories, auditoriums

- Organizations: professional, civic, athletic, religious service, commercial, political, ethnic

- People: artists, craftsmen, professional people, businessmen

- Recreational facilities: pools, bowling alleys, skating rinks, playing fields

- Commercial businesses: restaurants, dry cleaning establishments, food stores, automobile dealerships, banks

- Industries: construction sites, manufacturing plants

PARENT RESOURCE COMMITTEE

PROPOSAL: To organize a parent volunteer committee, one member to be selected from each Project "LET" school, for the purpose of developing community resources to be utilized by project teachers.

RATIONALE: The Parent Resource Committee would be of great assistance in seeking and securing community resources. We have found during the operational phase of the project, that it is impractical to expect either the teachers or the project coordinator to perform this task without this important resource.

STRUCTURE: "LET" Parent Committee shall be comprised of one parent representative from each project school, one principal from a participating "LET" school, the project coordinator, and project director.

PURPOSE: To expose students to a variety of careers through contact with someone in the field and to provide students first hand career development experiences by taking field trips to the places of employment and/or exposure to occupational role models.

1. To develop lists of community resources (speakers and field trips).
2. To serve as an advisory group for the development and organization of the project.
3. To serve as liaison between project staff and local P.T.A. executive board.

ORGANIZATION:

1. Committee will meet monthly, or as deemed necessary by the committee.
2. Agendas will be mailed prior to each meeting.
3. Minutes of the meeting will be distributed to each committee member and other school personnel involved within one week following meeting.
4. Pertinent project materials will be shared with the committee members.
5. Committee members will be furnished with the print out of resource people and trips available in addition to the updated print out made available to teachers.

COMMITTEE MEMBER RESPONSIBILITIES

Each parent committee member will assist the building principal:

1. in keeping the local P. T. A. executive board informed of pertinent matters relative to Project "LET" development.
2. in working with Project "LET" room mothers to compile a list of parent occupations and resources within the school.
3. with the cooperation of the Project "LET" teachers, submit a monthly bulletin for the school P. T. A. newsletter. This could include current integrated teaching unit topics, list of resource people utilized, student letters sent to resource people and field trips taken.

GUIDE FOR "LET" COMMUNITY RESOURCE PHONING

A list of suggested ideas for telephoning:

What is it?

Have you heard of Royal Oak Project "LET"?

(1) Learn about the World of Work by doing

(2) Students gain learning experiences by hands on projects

Why:

(1) It helps the student relate what he is studying to the World of Work

(2) It acquaints children with various kinds of workers and the roles they play in the community life

(3) It helps bring in the richness of the community resources and knowledge into the classroom

---

We are -

Compiling a list of resource people we can call on to:

(a) speak to the class
(b) demonstrate
(c) field trips
(d) lead an activity

How you can help:

Your background in ______________________________

Can help our students understand more about the world of work.

As a guide, I will send you a list of questions which may be of assistance to you. Before your presentation the teacher will forward specific questions students have asked about your job.

When:

At your convenience during school hours -

(a) Approximately 10 - 15 minutes introduction about your job - then question and answer period for 30 minutes with students

---

May we add your name to our resource list?

Guide for Resource Person

One of the purposes of Project "LET" is to expose students to a variety of careers through contact with someone in the field. The following questions may be of assistance to you in preparing your presentation. Allow approximately 45 minutes for the presentation including questions and answers. Any objects, props, materials or visual aid which you could use in your talk will enhance your presentation and make it more realistic to students. When you send an object around the room for viewing, please give enough time for students to examine it before you continue your presentation.

What do you do?

What kind of equipment or tools do you use?

Why is your job important?

How does your job affect me?

Where are you employed?

How large is the place of business?

What responsibilities does your job entail?

What training is required for this position?

What experience is necessary?

What are the physical requirements?

Is your job primarily an outdoor or indorr one?

What are chances for advancement?

Do you enjoy your work?
    What do you like about your job?
    What do you dislike about your job?

Do you work on a product or with people?

Please note: Before your presentation the teacher will forward specific questions students have asked about your job.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

DATE ____________________

RESOURCE PERSON

NAME ____________________

ADDRESS ____________________

HOME PHONE ____________________ BUSINESS PHONE ____________________

OCCUPATION ____________________

BEST TIME TO CONTACT ____________________

HOW FAR IN ADVANCE? ____________________

DAYS AVAILABLE ____________________ HOURS AVAILABLE ____________________

ONCE A MO. __________ TWICE A MO. __________ EVERY OTHER MO. __________

GRADE LEVEL PREFERENCE, IF ANY (1-6) (7-8) (9-12) ____________________

SCHOOL PREFERENCE, IF ANY ____________________

DO YOU HAVE CHILDREN IN THE ROYAL OAK SCHOOL SYSTEM? __________

WHAT SCHOOL? ____________________

WOULD YOU LIKE TO SPEAK AT MORE THAN ONE SCHOOL? YES ____ NO ____

____
DAY CONTACT MADE

____
PERSON MAKING CONTACT

NOTE: Make an additional copy of this Resource Person form to be filed with the LET Office. Keep the original for your own file.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK
LET PROJECT - RESOURCE PERSON AND/OR FIELD TRIP REQUEST

FROM TEACHER

Date Requested	Time	Topic and/or Activity	No. People Needed	Teacher	School	Grade
Option One:	Option One:					
Option Two:	Option Two:					

DESCRIPTION OF NEED: ____________________

____

FROM LET OFFICE: CONFIRMING

Date Coming	Time	Topic and/or Activity	Name of Person	Occupation

TEACHER COMMENTS AFTER PRESENTATION ____________________

____

____

____

Please return this form to LET Office

FIELD TRIP LOCATIONS

Job Cluster

NAME OF COMPANY AND ORGANIZATION

ADDRESS

TELEPHONE

CONTACT PERSON (Such as public relations department, personnel, etc.)

LIST OCCUPATIONS:

1. 3.

2. 4.

BEST DAY AND TIME FOR VISIT: (circle day and AM or PM)

MON.	TUES.	WED.	THURS.	FRI.
AM PM	AM PM	AM PM	AM PM	AM PM

IS PARKING AVAILABLE?

GRADE LEVEL OF STUDENTS PREFERRED FOR TOURS

NUMBER OF STUDENTS THAT CAN BE ACCOMMODATED

LENGTH OF TOUR

IS A GUIDE AVAILABLE FOR A TOUR?

ANY SPECIAL INSTRUCTIONS FOR PREPARATION OF STUDENTS FOR TRIP

DAY CONTACT MADE

PERSON MAKING CONTACT

____
Job Cluster

FIELD TRIP INFORMATION

TYPE OF BUSINESS____________________

ADDRESS____________________ PHONE__________

CAN STUDENTS TAKE FIELD TRIPS AT YOUR PLACE OF EMPLOYMENT?

YES______ NO______

HOW MUCH ADVANCE NOTICE NECESSARY?____________________

PREFERRED DAY__________ TIME__________ SEASON__________

WHO TO CONTACT TO MAKE PLANS (Name)____________________

(Phone)____________________

NO. OF STUDENTS THAT CAN BE ACCOMMODATED____________________

GRADE LEVEL PREFERRED, IF ANY____________________

LENGTH OF TIME OF FIELD TRIP____________________

ANY SPECIAL INSTRUCTIONS FOR PREPARATION OF STUDENTS FOR TRIP

____

____

IS A GUIDE AVAILABLE FOR TOUR?____________________

IS PARKING AVAILABLE?____________________

____
DAY CONTACT MADE

____
PERSON MAKING CONTACT

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET

Elementary

Resource Person Survey

Please list resource people who you could utilize within Integrated Teaching Units from now through June, 1974. Do not list specific names or dates needed; this survey will aid the parent resource committee in tentatively identifying resource people for specific request at a later date.

MO. NEEDED	RESOURCE FIELD	INTEGRATED TEACHING UNIT
____________	1. ____________________	__________________________
____________	2. ____________________	__________________________
____________	3. ____________________	__________________________
____________	4. ____________________	__________________________

Your Name____________________ Grade_____ School____________________

Return to LET Office by December 5, 1973

THE PARENT'S ROLE IN CAREER EDUCATION

Parents inevitably influence development of attitudes and the choices of careers of their children. To enable the parents to help their children with career education, the following questions should be considered:

1. Why should career education be emphasized?

   Many people who have achieved material success in their careers are unhappy. It is quite clear that young people need career education while in their formative years.

2. When does career education begin?

   Most authorities in the field of career education believe that this should be a life-long process, beginning in pre-school years and continuing throughout life. Donald E. Super, who has probably done more in career education than any one, indicates that career education should encompass five stages: growth, exploration, establishment, maintenance, and decline. Eli Ginzberg, on the other hand, speaks of three "stages" of career development: fantasy, tentative, and realistic. Robert Hoppock indicates that career choice is based upon psychological needs.

3. How is home environment related to career development and selection?

   Research has indicated that there is a high correlation between home environment and career development and, ultimately, career choice. For example, a young person who is taught to revere material possessions is not likely to be interested in social service as a career. The attitude in the home toward one's fellow man as a human being is most important. Research has pointed out that job dissatisfaction and job loss are due to breakdown in intrapersonal relationships rather than to lack of ability.

4. When should a child begin to explore careers?

   Most authorities indicate that children should be exposed to career possibilities through the home, school, and various work activities beginning at the elementary level. Parents should be reminded that it is wise to restrain the natural urge to make decisions for their children rather than with them.

5. What are schools and employment agencies doing in this field?

   As pointed out previously, many cities and states are making some progress in the area of career education, but more is needed.

6. How much education will a child need?

   This depends upon the chosen career. The parent and the child need accurate, realistic information about any career being considered. The Educational Policies Commission recommends that all youth continue their education for two years beyond high school, regardless of what career is being considered.

7. Should a parent ever choose a career for his child?

   Most authorities would say no. In the majority of cases, the well-meaning parent interferes with career decisions by denying his children the opportunity to investigate and choose careers.

8. Should a parent encourage his child to work part time while in high school?

   Most authorities would say yes, with the stipulation that the time and effort should not interfere with school activities and studies.

9. Do young people give adequate thought to the choice of a career?

   Most authorities would agree that the majority of young people are not inclined to give serious and adequate consideration to the choice of a career, being more concerned with their own immediate interests. Dr. James B. Conant's book, Slums and Suburbs, indicates that students without a reasonably concrete career choice tend to drop out of school at an earlier age than those with sound career choices, usually to join the ranks of the unemployed.

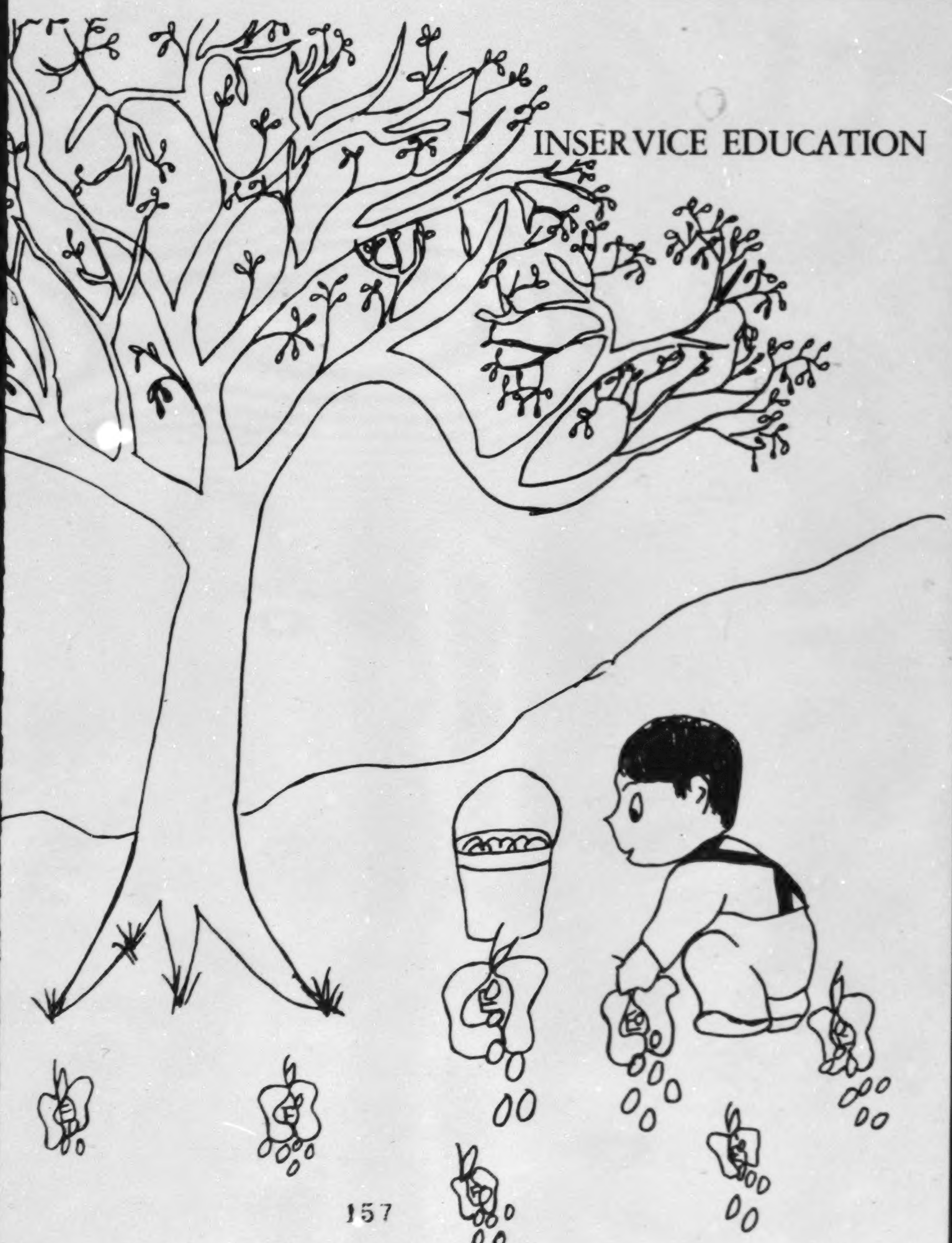
10. Where can parents find help?

    The school counselor should be one of the best sources for assistance. Other sources of assistance are the local employment office, local and state agencies, Veterans Administration if a student is eligible, community or college counseling centers, if available, and reputable private counseling centers.

Reference

Knapp, Dale L., The Parent's Role in Career Development, Washington, D. C., National Vocational Guidance Association, 1967.

INSERVICE EDUCATION



A minimum 30 hour workshop was held for all the project teachers. Its purpose was essentially to introduce the program participants to:

1. Understanding the theories of career development;
2. Application of an activity-oriented career awareness program to the classroom curriculum;
3. Technology in today's society;
4. Acquire a basic knowledge and skill for the use of various tools and materials;
5. Correlate each specific unit with existing curriculum;
6. Orient program participants to effective means of utilizing community resource people;
7. Relate the knowledge of technology and its resources to the classroom curriculum;
8. Understand organizational matters such as budgetary allowance and procurement procedures for tools, materials, etc.

To meet these objectives during the summer workshop, various techniques were employed such as guest speakers on relevant topics, uses of brainstorming techniques, and diverse workshop activities pertaining to applicable technology for the classroom. A final summer workshop evaluation was conducted to determine its effectiveness.

Bi-weekly inservice meetings throughout the school year were offered for all first year project teachers to augment summer workshop objectives; to plan, revise and evaluate integrated teaching units; and to further expose the teachers to methods and materials pertaining to the World of Work. Second and third year project teachers attend monthly inservice sessions, either within their school building or at the project office. It has been the experience of the project staff that a minimum of one half day per month should be allocated for inservice, regardless of the experience level of the teacher. Teacher planning, material pilot testing and evaluation are important components of teaching career education which require teacher development.

A sample agenda follows to more completely describe the purpose and format of the released time inservice.

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

PROJECT LET - Elementary

October 26, 1973

TO: All 5 - 6 Project LET Teachers

FROM: Irene Mann, Paul Kuwik

RE: Project LET Inservice, "Motivation for Learning"

Wednesday November 7, 1973 8:30 - 3:15

Upton School
Room 109

AGENDA

8:30 - 8:45	Social Interaction
8:45 - 9:00	Motivation
9:00 - 10:00	Career Awareness - Role Models Mr. Beltz, City of Royal Oak Planning Department Mr. M. Sewell, Real Estate Mr. LeRoy Lyon, Royal Oak Chamber of Commerce
10:00 - 11:30	Exploring, Synthesizing and Utilizing In-put from Role Models
11:30 - 12:30	Lunch on your own
12:30 - 2:00	Field testing of activities appropriate to themes
2:00 - 3:00	Planning - infuse into units the concepts, objectives, methods of teaching and resources necessary for implementing in YOUR classroom
3:00 - 3:15	Evaluation of workshop

OBJECTIVES

As a result of this workshop, each participant will be given the opportunity to:

a. Discuss characteristics of careers with resource people from local business and industry.
b. Field test activities which can be implemented within integrated teaching units.
c. Plan an integrated teaching unit for implementation.

EVALUATION OF PROJECT LET

The purposes of Project LET, as stated in the objectives, are to (1) improve the students' attitudes toward school and its activities, (2) increase their knowledge about total life careers, and (3) to improve their basic academic skills. Secondary objectives include the development of favorable attitudes toward students, teachers and lay personnel toward Project LET and its activities. The following process and product strategies will be used in the evaluation of the project:

PRODUCT EVALUATION

A post-test-only-control group-design will be utilized to determine the difference between the experimental (Project LET students) and the control (Non-LET students) groups. A stratified random sampling procedure will be utilized to select the control and experimental groups. The strata include academic class and three levels of socio-economic status (high, medium and low).

The instruments include a school attitude form, an awareness of careers inventory and a standardized academic test. With the exception of the career inventory, the instruments have been tested with similar groups and have coefficients of reliability. The awareness of careers inventory was developed by consultants working in concert with the Project staff and is to be considered a pilot instrument.

The instruments will be administered to the control and experimental groups within the same time frame of normal class periods. Standardized answer sheets will be used and will be scanned by data processing equipment. The data will be analyzed by data processing methods and interpreted by the Project staff.

PROCESS EVALUATION

In addition to determining the change in the product, the student, the Project also looks at the process used to create the desired change in the student. The process format includes questionnaires completed by the students and the involved personnel. At the conclusion of each school year, a team of educators representing all discipline and function levels will interview randomly selected teachers. These personal interviews will attempt to provide the opportunity for the classroom teachers to explain their concepts of Project LET to an individual who is not directly related to the administration of the Project. The results of the interviews are summarized by a non-Project staff member and presented to the Project staff in a closed session.

In addition to the product and process phases of the evaluation, logs are maintained by the participating teachers to record specific success, problems, failures, and other significant data for staff review. This data will be used both by individual teachers and Project staff in an ongoing evaluation throughout the school year.

CLASSROOM TESTING TECHNIQUES

I. FORMAT

A. For expediency, short answer questions, multiple choice, true-false, matching, or other questions which can be scored through use of standardized answer sheet would be most appropriate.

B. Questions should be compiled in a question bank with six to eight questions for each behavioral objective.

C. Make sure questions are written at the student's reading comprehension level.

D. Questions can be read to students who are non-readers.

E. Pre-test and post-test questions should be different.

II. Number of questions needed to establish if the students have achieved a unit objective.

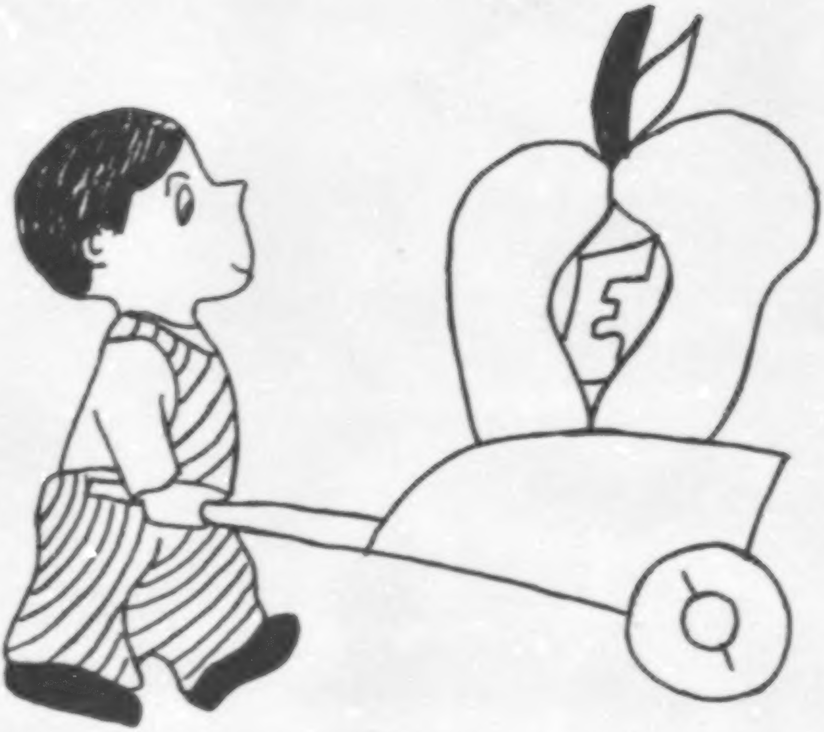
Using objective and proper questions, you can assume that, 95 times out of 100 times, the student answers are a true reflection of his knowledge, if you use the following table as a guideline.

Table I

Relationship of Questions to Achievement Level

Number of items permitted to be wrong	Number of choices for each Test Item			
	2	3	4	5
0	5	4	3	2
1	7	6	5	4
2	10	7	6	5
3	11	9	8	7

SELECTED TEACHERS REFERENCES



Elementary Resources

8 MM Film Loops

Encyclopedia Britannica
Educational Corporation

Air Conditioning & Refrigeration Mechanics

Airplane Mechanics

All Round Machinists

Appliance Servicemen

Assembly Occupations

Automotive Body Repairman

Automotive Mechanics

Bricklayers

Carpenters

Cement Masons

Cooks & Chefs

Cosmetologists

Customer Service

Dental Assistant

Dental Hygienist

Dental Lab Technicians

Dispensing Opticians & Optical Laboratory Mechanics

Electricians

Forestry Aide

Fire Fighters

Gasoline Service Station Attendants

Glaziers

8 MM Film Loops - Cont.

Licensed Practical Nurses

Linemen & Cable Splicers

Local Transit Bus Drivers

Local Truck Drivers

Machining Operations

Mail Carriers

Medical Lab Technologists

Operating Engineers

Over the Road Truck Drivers

Painters & Paperhangers

Photographers

Plumbers and Pipefitters

Policemen & Policewomen

Postal Clerks

Registered Professional Nurses

Routemen

Salesmen & Saleswomen in Retail Store

Sheet Metal Workers

Stewardesses

Surveyors

Telephone Craftsmen

Telephone & PBX Installers and Repairmen

Television & Radio Service Technicians

8 MM Film Loops - Cont.

Transmissions & Dist.

Truck Mechanics & Bus Mechanics

Vending Machine Mechanics

Waiters & Waitresses

Welders Oxygen & Arc Cutters

"WORLD OF WORK" Pre-Vocational Film Strips in Color and Sound

K-3	ECF-101	Wally, the Worker Watcher	Copy I
	ECF-102	The Newspaper Boy	
	ECF-103	The Junior Home-maker	
K-3	ECF-101	Wally, the Worker Watcher	Copy II
	ECF-102	The Newspaper Boy	
	ECF-103	The Junior Home-maker	
K-3	ECF-104	Electrical Servicers	
	ECF-1-5	Gas and Oil Servicers	
	ECF-106	Telephone Servicers	
K-3	ECF-107	Mail Delivery	Copy I
	ECF-108	Dairy Product Delivery	
K-3	ECF-107	Mail Delivery	Copy II
	ECF-108	Dairy Product Delivery	
K-3	ECF-109	Drug Store	Copy I
	ECF-110	Super Market	
	ECF-111	Service Station	
K-3	ECF-109	Drug Store	Copy II
	ECF-110	Super Market	
	ECF-111	Service Station	
4-6	ECF-201	What Else do Fathers Do?	Copy I
	ECF-202	Just What do Mothers Do?	
4-6	ECF-201	What Else do Fathers Do?	Copy II
	ECF-202	Just What do Mothers Do?	
4-6	ECF-203	It's in Your Hands	Copy I
4-6	ECF-203	It's in Your Hands	Copy II
4-6	ECF-204	The Electrical Workers	Copy I
	ECF-205	The Gas and Oil Workers	
	ECF-206	The Telephone Workers	
4-6	ECF-204	The Electrical Workers	Copy II
	ECF-205	The Gas and Oil Workers	
	ECF-206	The Telephone Workers	
4-6	ECF-207	Getting the Goods to Users	Copy I
	ECF-208	...A Matter of Business	

Pre-Vocational Film Strips in Color and Sound - Cont.

4-6	ECF-207	Getting the Goods to Users	Copy II
	ECF-208	...A Matter of Business	
4-6	ECF-209	It's the Growing Thing	Copy I
	ECF-210	...At Your Service	
	ECF-211	Raw Steel to Rolling Wheels	
4-6	ECF-209	It's the Growing Thing	Copy II
	ECF-210	...At Your Service	
	ECF-211	Raw Steel to Rolling Wheels	
4-6	ECF-212	Food...Shelter...Clothing	Copy I
	ECF-213	Helping the Healing Hands	
4-6	ECF-212	Food...Shelter...Clothing	Copy II
	ECF-213	Helping the Healing Hands	

TEACHING GUIDES FOR:

K-3	ECF-102	The Newspaper Boy
	ECF-103	The Junior Home-Maker
4-6	ECF-204	The Electrical Workers
4-6	ECF-205	Gas and Oil Workers
4-6	ECF-206	Telephone Workers

Science Research Associates, OUR WORKING WORLD:

Grade 1 - FAMILIES - 3 records & script book	Copy I and II
Grade 2 - NEIGHBORHOODS - 4 records and script book	Copy I and II
Grade 3 - CITIES - 12 filmstrips and 6 records	Copy I and II
Grade 4 - REGIONS OF THE UNITED STATES - 5 copies of 36 Booklets	Copy I and II
Grade 5 - THE AMERICAN WAY OF LIFE - 5 copies of 36 booklets	Copy I and II
Grade 6 - Unavailable as of September 1973	

Science Research Associates, SRA, FOCUS ON SELF-DEVELOPMENT:

Grades K-2	STAGE ONE: Awareness (6 filmstrips w/cassettes)
Grades 2-4	STAGE TWO: Responding (6 filmstrips w/cassettes)
Grades 4-6	STAGE THREE: INVOLVEMENT: (6 filmstrips w/cassettes)

Noble & Noble, EVERYDAY ECONOMICS, overhead transparencies and masters BY GRADE LEVEL 1 through 6

Coronet, WORKERS SERIES - filmstrips

SVE, Singer - Visual Aids -
(Picture-story Study Prints)

Police Department Helpers	Copies 4
Fire Department Helpers	Copies 4
Postal Helpers	Copies 4
Supermarket Helpers	Copies 4
Hospital Helpers	Copies 4

Guidance Associates, Filmstrips w/records

People Who Work in Science

People Who Help Others

People Who Make Things

People Who Organize Facts

People Who Create Art

People Who Influence Others

A. J. Nystrom & Company, Study Prints in full color, OUR COMMUNITY HELPERS

The Fire Department

The Police Department

Medical Helpers

The Postal Service

The Airport

The Bakery

The Zoo

The Supermarket

The Dairy

Also from Nystrom, Series I of PEOPLE OF OTHER LANDS, Study Prints

A Child's Life in Japan

Books

HOW SERIES - Publisher: Benefic Press

How We Get Our Shelter

How We Travel on Water

How We Travel on Land

How People Earn and Use Money

How We Use Maps and Globes

How Airplanes Help Us

How Communication Helps Us

How Families Live Together

How Hospitals Help Us

How Foods Are Preserved

You Visit a Post Office
Telephone Company

You Visit a Dairy
Clothing Factory

How We Get Our Mail

How We Get Our Clothing

How We Get Our Dairy Foods

How We Get Our Cloth

How Rules and Laws Help Us

How Our Government Helps Us

How Weather Affects Us

How We Celebrate Our Spring Holidays

How We Celebrate Our Fall Holidays

You Visit a Spaghetti Factory
Bakery

You Visit a Newspaper
Television Station

You Visit a Steamship
Airport

How People Live in the Big City

How Farms Help Us

How People Live in the Suburbs

How Printing Helps Us

How Schools Help Us

Books - Cont.

COME TO WORK WITH US - Jean and Ned Wilkinson - Beginning Sextant Series

Come to Work With Us in a Bank

Come to Work With Us in a TV Station

Come to Work With Us in Aerospace

Come to Work With Us in a Newspaper

Come to Work With Us in a Hotel

Come to Work With Us in an Airport

Come to Work With Us in a Department Store

Come to Work With Us in a Toy Factory

Come to Work With Us in a Dairy

Come to Work With Us in a Telephone Company

Come to Work With Us in a Hospital

Come to Work With Us in a House Construction

TEACHER'S GUIDES - Beginning Sextant Series "Come to Work With Us..."

Books - Cont.

YOUR WORLD SERIES - Pope/Emmons - Taylor Publishing Co.

SERIES I	Let's Build a House Let's Take an Airplane Trip Let's Visit the Fire Station Let's Go to the Zoo Let's Go to the Supermarket
SERIES II	Let's Take a Bus Trip Let's Go to the Doctor's Office Let's Visit a Ship Let's Visit the Policeman Let's Go to the Fair
SERIES III	Let's Visit a Farm Let's Go Camping Let's Visit a TV Station Let's Go to School Let's Visit the Post Office
SERIES IV	Let's Visit the Newspaper Let's Visit a Spaceship Let's Visit the Railroad Let's Visit the Telephone Company Let's Visit a Clothing Factory
SERIES V	Let's Visit a Bank Let's Visit the Hospital Let's Visit Mexico City Let's Visit the Dairy Let's Publish a Book
SERIES VI	Let's Visit a Paper Mill Let's Visit a Mining Company Let's Visit a Rubber Company Let's Visit an Oil Company Let's Visit an Electric Company
SERIES VII	Let's Choose a Pet Let's Visit a Silver Company Let's Visit a Bakery Let's Visit a Flower Shop Let's Visit a Furniture Factory

Books - Cont.

SELECTED TEACHER REFERENCES

Teaching Children About Technology; Scobey, Mary Margaret

Occupational Information in the Elementary Schools; Norris, Willa

The Community is the Classroom; Irwin, Martha & Russell, Wilma

Elementary Guide for Career Development; Laws, Lee

Occupational Outlook Handbook; Edition 1972-73

Yellow Pages of Learning Resources

Airplanes, How They Work; McFarland

Experiments with Light; Beeler & Branley

Fun With Wire; Leeming

Make Your Own Musical Instrument; Mandell & Wood

Creative Activities for Young Children; Osborn

Simple Machines & How They Work; Gateway

Dolls to Make; Ackley

Cardboard Carpentry; D'Amato

Do-It-In-A-Day Puppets; Adair

What Do People Do All Day; Scarry

Science for the Elementary School; Victor, Edward

Clay, Wood & Wire; Weiss, Harvey

What is a Community; Radlauer

Whose Tools are These; Radlauer

World of Workers; Bank, Ira, game workbook

King Features
P. O. Box 9343
Church Street Station
New York, N. Y. 10249

"POPEYE COMICS" by Job Clusters - 30 copies in a packet for a classroom

CLUSTERS

Health Careers
Environmental Careers
Manufacturing Careers
Transportation Careers
Communications & Media Careers
Construction Careers
Marketing & Distribution Careers
Agri-Business & Natural Resource Careers
Marine Science Careers
Public Service Careers
Personal Service Careers
Hospitality & Recreation Careers
Fine Arts & Humanities Careers
Consumer & Home-making Related Careers
Business & Office Careers

APPENDIX

SAMPLE COPY
SCHOOL LETTERHEAD

SCHOOL DISTRICT OF THE CITY OF ROYAL OAK

September 29, 1973

Dear Parents,

This year your child is participating in Project LET, Learning Experiences in Technology. LET introduces your youngster to the world of work with its professions and various occupations along with the many new career developments. It provides students with interest and motivation to learn more about the world we live in. "Learn by doing" is our theme.

LET, in addition to many other things offers another method of teaching and is an integrated part of the regular curriculum. It is specifically funded by the Michigan Department of Education. Your youngster's teacher has participated in a LET summer workshop and is continuing to work with consultants and other Royal Oak teachers.

This is the third year of LET involving 105 teachers from 15 of our elementary schools.

We would like to invite you and your sixth grader to know more about our program on Monday, October 2 at 7:30 p.m. in Whittier's gumnasium. Please plan to be with us for an enjoyable and informative evening. Your presence and support will be appreciated. See you on October 2nd.

Sincerely,

(Signature)

School District of the City of Royal Oak

PROJECT LET RESOURCE QUESTIONAIRE

CHILD'S NAME ______________________________ DATE ____________

PARENT'S NAME ______________________________ TELEPHONE ____________

SCHOOL ____________________ TEACHER ____________________

1. Would you or any member of your family be willing to come to your child's class and talk with the children about your work, hobby, or other activities?

   Yes______ No______

2. Would you be willing to drive on a field trip?

   Yes______ No______

3. Would you be willing to help in the classroom with activities (i.e., cooking, woodworking, sewing, etc.)

   Yes______ No______

MATERIALS

4. Do you have any materials (cardboard, paper, boxes, clay, vinyl, leather, plastic, wood, styrofoam, cloth, old machinery, appliances, utensils, wire, etc.) that would be useful for a specific classroom activity that you would be willing to donate and/or loan to Project LET?

   Yes______ No______

   Do you know of any place or person from whom we can get such materials free (as scraps or discards, for example) OR inexpensively?

   Yes______ No______

SAMPLE COPY
SCHOOL LETTERHEAD

February 14, 1974

Mr. John Johnson
123 Apple Lane
Royal Oak, Michigan 48077

Dear Mr. Johnson:

This is to confirm our telephone conversation of February 12th for you to meet with Mrs. Jane Brown and her 6th grade students at Elmwood Elementary School.

Place: Elmwood Elementary School
606 Dodge Road
Royal Oak, Michigan 48011

Date: March 15, 1974

Time: 12:45 p.m.

Enclosed you will find a city map of Royal Oak to aid you in location of the school.

"Let" us thank you in advance for showing your interest in the youth of today which will grow up to be the "workers of tomorrow!"

Sincerely,

SAMPLE COPY
SCHOOL LETTERHEAD

March 23, 1974

Mr. Ben Pearlman
Food Services
Southeast Oakland
Vocational Education Center
5055 Delemere
Royal Oak, Michigan 48073

Dear Mr. Pearlman:

The experiences gained visiting classrooms like yours does much to broaden our students' awareness of the World of Work and the possibilities open to them in the future years.

Thank you very much for making this possible.

Sincerely,

School District City of Royal Oak

Project LET

PROCEDURES FOR PURCHASING MATERIALS

I. Requisitioning

a. In the majority of situations, materials are obtained by forwarding a general requisition, or by calling the order to the Project LET Office two weeks prior to the needed date. Retain the blue requisition copy for school record.

b. In emergency situations - Mrs. Mann, Project Coordinator, will obtain a purchase order (P.O.) from the purchasing department, followed by a requisition marked, "Confirming - Do not duplicate".

c. Supply items listed in the School District paper, art and general education order books are normally stocked by the purchasing department at 1026 N. Main. This includes such items as paper, white glue, tempera paint, shellac, sandpaper, etc. Nails and scrap lumber are also available from 1026 N. Main. If in doubt, call purchasing - 435-8400 (ext. 236).

II. Miscellaneous Supplies

Due to the "pilot" nature of the project, the following procedures are proposed as a temporary expedient to enabling project teachers to obtain miscellaneous small supplies for their classrooms.

Each principal of a Project LET school shall be allotted a fifty dollar ($50) petty cash fund. This fund will enable teachers to purchase small items such as butter, milk, thread, etc. which are not available through the requisition procedures.

Procedure:

a. The principal shall approve all purchases.

b. Teachers are to return sales slips, with notation of items purchased, to the principal for a cash reimbursement.

c. Single purchases shall not exceed $5.00.

d. Accounting - each school shall maintain a monthly log of all expenditures, which includes teacher's name, item purchased, date and amount. Forward the log to the Director of Vocational Education at the end of each month.

e. Sales tax - teachers should ask the merchant if it would be possible not to pay the sales tax.

f. When $50.00 fund is depleted -

Forward requisition, with cash receipts attached, to the Director of Vocational Education.
Mark requisition, "Project LET", and "Forward check for the amount attached receipts". Indicate dollar amount.

Order Form

NAME____________________ SCHOOL____________________ I. T. U. ____________________

DATE	DESCRIPTION	QUANTITY	PRICE	DATE NEEDED

School District of the City of Royal Oak

PROJECT "LET"

Teacher's Name____________________________School__________________________

Number of Units Written:____

Title of Units Implemented:____________________________________

Names of resource people utilized - include the topic discussed____________

List field trips taken (include the field trips in own area)

Total number of parents involved________________________________

Total number of occasions parents were used_________________________

PLEASE RETURN BY JUNE 7, 1974

May 1974
Year-End Log (Cont.)

ADDITIONAL COMMENTS: **(Please include any information which could be included in the reports to the state department.) i. e.;**

Communications from parents or resource people:

Involvement of non-"Let" faculty:

General receptivity of school staff, parents, community resource people to the project:

Please use reverse side or additional sheet.

Please return by June 7, 1974